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MENTAL TRAINING FOR THE PRE-SCHOOL AGE CHILD

BY

LILIEN J. MARTIN, Ph. D.
CLARE DE GRUCHY

SECOND EDITION

Mental Training for the Pre-School Age Child

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LILLIEN J. MARTIN
CLARE DE GRUCHY

"The basis of physical and character defect that may result in school and life failure is already fixed before the child first enters school."
—TOWNE.

"What a man shall be depends not so much upon what his grandfather or his great-grandfather was as on the manner of his rearing."
—WHITE.

"Prisons are monuments to neglected youth."
—JOHNSON.

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To

THE MOTHER OF BILLEE

Who has successfully incorporated in one child's training the principles here set down, and to all Mothers who look upon the training of their children, not as drudgery but as the most interesting of occupations.

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Mental Training for the Pre-School Age Child

INTRODUCTION TO SECOND EDITION

By Douglas A. Thom, M.D.,

Director of Habit Clinics, Boston, and Director of State Division of Mental Hygiene.

There is no task more important in the field of professional medicine than that of presenting the subject of mental hygiene in a simple, understandable way so that it can be utilized by physicians, parents, nurses, teachers, and others who, to a very large extent, must necessarily assume the responsibility for preserving the mental health of the child. Dr. Martin is a pioneer in this field of endeavor, and her clinics for the children of preschool-age represent one of the Beacon Lights of modern psychiatry.

Dr. Martin has portrayed clearly in her teaching and writing the relationship between the mental state and conduct, and it is readily understood and rendered usable to those who most need it, that is, the vast army of untrained and often uneducated parents.

Undesirable habits, personal deviations, and moral twists are usually capable of being interpreted in terms of the individual's past experiences. Conduct, whether it be found in the nursery, school or prison, must first be understood before it can be altered.

In this little book Dr. Martin has contributed generously and wisely to the parent and teacher who have been searching diligently for intelligent means and methods of affecting that type of conduct which all too frequently leads to economic inefficiency, failure to adapt socially, unhappiness and discontent.

Such a message cannot be without interest to those who value highly the welfare of the child.

Boston, Mass.
April, 1925.

FOREWORD

A mother who brought her two children to my office some weeks ago has just told me this story. The children are Billy, 5 years old, and Iris, 9. After they had been to see me several times and we had arranged about their home and school training, they were one day making such a visit the motif of their play. Billy was impersonating me. "Well, Dr. Martin," said the mother, "what have you been doing lately?" "Oh," answered Billy, "I've taken out some children's tonsils, and given medicine to some who had measles"—but before he could further recount deeds of like nature, Iris broke in and said, "Oh, Billy, Dr. Martin's not *that* kind of a doctor, she's an *advice* doctor." And this mother said to me that she felt grateful to the child for the aptness of her expression, as she had frequently not known how to explain to various friends just what the work of a consulting psychologist is.

I too feel grateful to this small girl for her expression, for since I opened my office as consulting psychologist in 1917 and reviewed in 1919 the work that had been done in the two previous years, I felt that in most cases it had been a careful analysis of the causes that had brought about the unhappy state of the consulter and the giving of advice as to future conduct, that had yielded the most satisfactory results.

Throughout this book, in giving illustrations of cases to drive home to the reader the point I am

trying to make, I do not wish him to think I have confused the adults who seek help in my office with the children of preschool-age who come to me in the clinic; I draw illustrations from both sources, for if one works with both of these groups he will be more and more impressed that it is the earliest training which gives the color to the later life of the individual.

I early found in my mental hygiene work that the mental disabilities in the adult mental hygiene consulters most frequently had their origin in earliest childhood. This, together with the very gratifying results from training children of pre-school age brought to my office for psychological treatment convinced me that intelligent mental training in the earliest years of life would obviate many mental handicaps in adult life. Therefore I decided that the best preventive mental hygiene work I could do would be with the young child, and in 1920 I opened a Mental Hygiene Clinic for Pre-school Age Children in connection with the Baby Health Center at Mount Zion Dispensary, San Francisco, which I believe was the first clinic of this kind to be established. Here, children ranging in age from 2 weeks to 6 years were received. Each child, after having been given a thorough medical examination, was brought to the mental hygiene clinic where his name, chronological age, heredity and personal history were recorded. An abbreviated intelligence test was then given him; if he could talk he was examined for speech de-

fect, and during the time he spent in the clinic he was closely observed with a view to discovering any physical peculiarity that might have a psychological significance.

While the above examination was in progress the points on the following questionnaire were taken up with the mother. One question after another was made clear to her. Many times this meant a complete rewording of the question and at her first negative response a check was made. This question was then given immediate attention. The significance of its influence on the present and future life of the child was pointed out and the training rules necessary to overcome this defect were given. The mother was urged to put forth every effort to carry out the given instructions and to return to the clinic two weeks from that date to report results. If on the mother's second visit it was found that she had been unable to carry out the instructions, or if she had carried them out imperfectly, the question was again taken up and the instructions repeated. If, however, all had been well done and the difficulty seemed to be eradicated the next weakness in the child's mental life was brought out by questioning and full attention given to it.

No second corrective step was ever taken until the first defect had been overcome. This checking and reviewing is of primary importance, for experience shows that little if anything is accomplished by merely pointing out the fault to the mother and suggesting the treatment for its cor-

rection. Indeed such persistent and untiring effort is required to train a child properly that baby mental hygiene offices must be so conducted that those who have come once for advice will return for further guidance. This is by no means as difficult as it may at first seem, for experience has shown me that mothers are so ready to take advantage of any opportunity offered that tends towards the better development of their children that they soon enroll themselves as regular visitors to the clinic.

That many parents really desire advice and guidance for their children has been proved by the attendance at Mount Zion Dispensary. Several hundred children received psychological examination and guidance during the first year, one two-hour clinic being held weekly. The attendance has been steadily and consistently increasing each year since, some 78 per cent of the first comers are still presenting their babies, some of whom are now ready for the kindergarten and the school. Not a few of the mothers among the first comers have formed the habit of reporting twice a month to the clinic and having received advice during the entire period of their second pregnancy, and are now presenting their second babies.

Yet another proof of the patient's favorable reception of mental hygiene training for babies was given in November, 1922, when during the ten days of the International Health and Safety Exposition at Oakland, California, I held a daily

mental hygiene clinic for pre-school age children. Approximately 480 children were examined and their parents advised as to their training, but unfortunately it was not until after the close of the Exposition that I learned that many more mothers had applied but due to lack of time had failed to gain admission to the clinic.

Feeling convinced from the above experiences that parents are really desirous of learning how best to guide the mental life of their children and because I am constantly receiving letters from mothers out of town asking advice along the lines of child training, I offer this small volume in the hope that it may not only answer some of the needs of the thoughtful parent, but call attention to the importance of mental hygiene and act as a stimulant to further study and searching for new improved modes of child training along this line.

It is to be hoped that the Children's Bureau of the United States Department of Labor and similar state bureaus will soon realize the importance of child mental hygiene so fully that they will urge the establishment of mental hygiene clinics in every child's health center. The fact is that the aid of mental hygiene in medicine is not always fully appreciated. People forget that the world is carried on by the head, and that all medical examination and treatment are for the prevention and cure of those physical ailments which would ultimately result in mental inefficiency and unhappiness.

I. MENTAL HEALTH QUESTIONNAIRE

Name..... Date.....

1. Have you studied the child's physical, mental and social heredity and are you training him in such a way as to strengthen what is good and overcome what is bad?

No.....Yes.....

2. Has your child had a physical and a psychological examination?

No.....Yes.....

3. Are you taking into consideration in the child's training the fact that the physical affects the mental and the mental affects the physical condition?

No.....Yes.....

4. Remembering that a child learns through imitation, have you examined into your daily living to see whether your family is setting a good example as regards regularity of living, self-control, courtesy, consideration for others, etc.?

No.....Yes.....

5. Are you forming healthy mental and physical habits as regards eating, getting up and going to bed, sleeping, bathing, dressing, working, mode of speaking, social forms, etc.?

No.....Yes.....

6. Is your child free from bad habits such as sucking his thumb, holding his breath when angry, crying to get his own way, biting his nails, lisping, stammering, etc.?

No.....Yes.....

7. Are you encouraging calmness, equanimity, emotional control, cheerfulness and happiness under

the disappointments of daily life, and discouraging any tendency to moodiness and sulkiness?

No.....Yes.....

8. Are you rooting out unhealthy emotions; jealousy, the cause of many unfair criticisms; suspicion, the forerunner of persecuting ideas; depression, the paralyzer; anxiety, fear, anger, rage, worry, discontent and resentment, the basis of many nervous disturbances; and in their place are you planting the healthier emotions of sympathy, cheerfulness, contentment, etc.?

No.....Yes.....

9. Are you teaching the child that duty and principle, not alone his own preferences and the approval of others, should direct his actions?

No.....Yes.....

10. Are you preventing your child from hanging, as it were, on your skirts and so allowing him to grow up lacking in independence and initiative? Are you suppressing any autocratic tendencies in yourself or in any member of your family?

No.....Yes.....

11. Are you training your child to be neither too responsive nor too resistant in his attitude?

No.....Yes.....

12. Are you teaching your child to become a part of the community in which he lives—getting what is good in his environment and avoiding what is bad?

No.....Yes.....

13. Are you properly storing and enriching the subconscious in your child and avoiding the building up of complexes?

No.....Yes.....

14. Do you guide your child's play?

No.....Yes.....

15. Are you guarding against lying, petty thieving, running away, fighting, cruelty and all other incipient delinquent acts?

No.....Yes.....

16. Are you punishing your child to develop character and not to relieve your own feelings?

No.....Yes.....

17. Are you seeking to become acquainted with your child's emotional and intellectual life by being always a sympathetic listener?

No.....Yes.....

18. Are you using books, stories and rhymes to develop your child morally, culturally and practically?

No.....Yes.....

II. DISCUSSION OF A CHILD'S TRAINING FROM THE STANDPOINT OF

1. Heredity

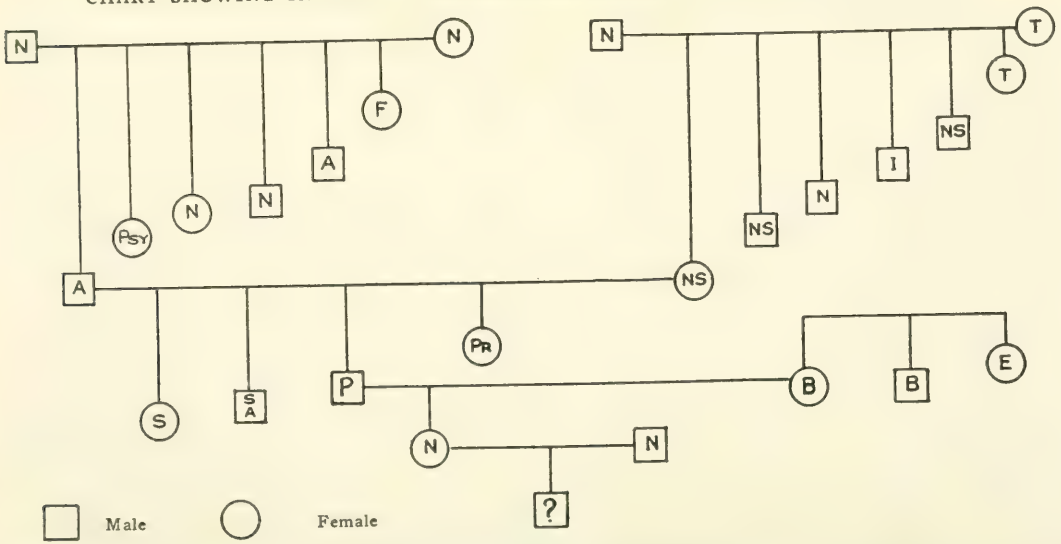
II. DISCUSSION OF A CHILD'S TRAINING FROM THE STANDPOINT OF:

1. Heredity

Rule 1. Study the child's physical, mental and social heredity and train him in such a way as to strengthen what is good and overcome what is bad in him.

On the page opposite is a chart representing three generations of the family tree of an infant whose parents sought my advice as to his training. It shows the many physical and mental factors that must be taken into consideration in the make up of a child when one examines into his heredity. The possibility of great complexity in the mind of the youngest member of this family is at once apparent and the contradictory social and emotional drives that may urge him on are seen. The mother felt that she had a colossal task properly to develop and train a child of such antecedents, and that the conventional home and school would leave much to be desired. Fortunately for the child, his parents belong neither to the class of indifferent nor mentally indolent adults. They show, on the contrary, a fine scorn for such of their contemporaries as are willing

CHART SHOWING INHERITED TENDENCIES OF THE CHILD UNDER DISCUSSION



N—Normal S—Supernormal F—Feebleminded B—Mentally weak A—Alcoholic I—Insane
Pr—Paranoiac P—Paretic Psy—Psychopathic NS—Highly nervous T—Tubercular

On examining the chart one gets a clear idea of the marked mental and physical characteristics of the various members of the family—of the giving way of several members to alcoholic and sexual dissipations. On the other hand high intellectual abilities made it possible for some of the members to take university degrees, not alone in this country but in Europe as well. Out of consideration for contemporary members the extensive social activities of some of its members are not shown but the child will have no cause to be ashamed of the social participation of his family. One member gave his best effort, his life indeed, to getting laws enacted which have done much to improve municipal government of one of the largest cities in the United States. Another ancestor, to prove the imperative need of establishing an Episcopal Church early in the nineteenth century on the banks of the Ohio was driven, through the opposition of his community, to the frequent use of profanity in order to gain his point. The pioneer spirit of the family is shown by the fact that for three generations there has been a more or less continuous westward movement as settler.

to be satisfied with the existing order of things and the running true to form in their own heredity. They feel it their duty to leave no stone unturned to utilize every modern method for the finest development of their child.

I summarized for this mother what the heredity chart suggested, showing her the probabilities of great mental capacity in her child; of a predisposition towards certain diseases; of a tendency towards mental and physical uncontrol; even the possibility of an abnormal mentality, etc. The recognition of potentialities, however, would be of little value in the day to day training of the child. She must have facts established, proven and evaluated or she would lack that definite knowledge which would enable her to build, little by little, on a firm foundation a superstructure worthy of her best efforts. Even a little child is far too sensitive not to suffer from the results of the trial and error (guess work) method of bringing up. In short, what all parents need for their guidance are the results of their child's physical and psychological examinations to determine what he has actually inherited in the way of strength and weakness. Then and then only can they set to work intelligently and root out inherited weakness, teach, train and strengthen the child, work with a steady purpose towards a definite goal, developing in the child his highest abilities and rescuing him from pitfalls which, in many cases, were the undoing of his ancestors.

2. Physical and Psychological Examinations

Rule 2. Every child should be examined physically and psychologically and his training based upon the results obtained.

There are physical and mental weak spots in us all. Rather than to ignore these until there is obvious evidence of their existence in the form of physical pain or mental inability, let us, like the careful business man, take stock, examine our equipment and base our future action upon our findings. This we can do by a thorough physical and psychological examination. Furthermore there is but one way of doing effective preventive work, and that is by knowing exactly what we are trying to prevent and setting about doing it.

The psychological examination of an individual must show the functioning of his mental processes, his mental weaknesses and strengths, the compensations present, and suggest the corrections needed to bring him to his highest mental efficiency.

In the case of a young child the value of the psychological examination is two fold. First it enables one to determine his intellectual status,

whether he belongs to the supernormal, normal or subnormal group. This at a first glance may seem of small importance. Parents have told me again and again that they "knew" or "suspected" that their child was supernormal but had no idea that such a child presented, on account of his intellectual ability, perhaps the most difficult of all problems. The supernormal child is rarely treated according to his mental age. If he is four years old but has a mental age of six years, it is almost invariably the case that he will be regarded and treated by his parents as a four year old child. This is, of course, a great bore to the child and in self-defense he seeks and finds occupations and amusements that satisfy his interests but which are often considered reprehensible by the adults. In order to keep him suitably occupied and interested, I advise that every physically well child with a mental age of six years be put to school. This is often difficult and sometimes impossible, as the public schools largely accept pupils according to their chronological age. If such is the case and the child is refused admittance to the school he must be mentally nourished at home. This will be possible through giving him such toys, games and occupations as will, through using the kindergarten method, start his education satisfactorily. He can also be taught to read, count and write at home. In this way, though he may be delayed in entering school until the conventional age, he can soon, by proving his ability, skip

grades until he has reached the point appropriate to his mentality. This is not for the purpose of hurrying him through the years of schooling but to help him to build up and establish proper habits of attention, concentration, application and achievement as a young child, for these are the priceless weapons with which he will later be able to conquer life. Furthermore if the child is doing the right thing he cannot be doing the wrong thing. What we are really doing when we allow the child the chance to grow according to his native capacity is substituting proper mental nourishment for a starvation diet. Perhaps had this method been pursued in the last generation we should not have been confronted so frequently with the question of "What becomes of the bright children?"

I have often heard it said that it is superfluous to have a child who is mentally normal psychologically examined. I entirely disagree with this statement. It is no longer the desire of intelligent parents to rear their children so that they may "get by" either at home or abroad, but to encourage the highest mental activity of their children and to give them the best chance for development. The psychological examination of a normal child, if the results are carefully and fully analyzed, will bring to light often previously unobserved inattention, careless observation, memory weakness, super-suggestibility, overactivity of imagination and emotional and moral peculiarities which ought to be overcome at the earliest possible moment.

Just as the supernormal child is rarely treated according to his mental age, so, frequently, the mental age of the retarded child is undetermined and demands are made upon him which he is unable to fulfill. The consequences are, of course, disastrous and no greater injustice could be done the child. Fortunately, in the community there is an ever lessening feeling of despair about the mentally deficient and feeble-minded child since we now have proof that many feeble-minded persons with appropriate training and placement can be made self-supporting and happy and thus prevented from becoming a burden to society.

From the above it will be seen how immensely important it is to determine, as early as possible, the intellectual status of every child. Besides ascertaining through mental tests the intellectual ability of the young child we must test for such muscular reactions as precision and speed of movement, for these factors are likely to influence his future school and life work. Many a child is regarded by his teachers and fellow pupils as dull merely because his muscular coordination is weak. Also the child's tendencies must be observed and noted. His early interests may be purely a matter of imitation and suggestion and therefore have no special significance, but they may, on the other hand, be instinctive and should be taken into consideration for the child's future vocational selection. In view of the pioneer spirit which showed itself in the ancestors of the child under examination in the pre-

ceding chapter, one would not be surprised to have something instinctive show itself in the child along this line. If so, this ought to be satisfied through some of the callings of today that demand this activity in order, as was just said, to make the child's future happy and successful.

Case 1.

L..... W..... was a girl of 5 years and 4 months. Intelligence tests gave her a mental age of 8 years I. Q. (intelligence quotient) 150. This child was brought to my office because she was practically disorganizing the entire household. No servant would remain under the continuous disorder, mischief and annoyances created by L.....; the family was in constant turmoil repairing the damages done to the house, garden and garage, and, most serious of all, the child was constantly masturbating. She had taught herself to read and could count and read a little. This child was immediately put to school. She proved to be extremely ambitious and fairly vain. She brooked no rival either in physical appearance or school marks. This was turned to account and L..... found herself presently with her hands very full, to get her lessons, to keep her hair and finger nails shiny and to care for her body and mind in such a way as to do them no harm. In 2 years and 6 months she made 5 grades in the public school and is now doing well in the 5-B grade with satisfactory conduct both at home and in school. What all the nagging and correcting at home failed to accomplish, the substitution of mental interests and adequate opportunities accomplished in the most economic fashion.

Case 2.

A..... N....., a 14-year-old girl, was brought to me some years ago for vocational guidance. She had

for many years lived on a ranch in the northern part of this state and at the time that I first saw her had been recently sent to live with relatives in San Francisco so that she might receive the necessary education ultimately to allow her to become a teacher. She was in a state of open rebellion. She proved to be of average intelligence. When I asked her what she would **like** to do, she described a large, inclusive circle, with her arm and said "nothin' inside." It was suggested that she finish high school and then go to the university for agricultural training, and this suggestion met with fair success. One of the aunts present said that she herself favored chicken raising for A....., at which the girl's burst of enthusiasm collapsed and she obviously drooped under the idea. I asked her the reason for this and she burst out, "Oh, but I want animals with more pep to them than that." A program was then made and A..... returned to high school, where she is doing very good work, for each vacation she is allowed to work out of doors. Last summer she acted as assistant guide in one of the National Parks and, although her ultimate goal is to become a forest ranger, she has compromised with her family by agreeing to try farming if cattle raising will be included later. My own feeling is one of gratitude that not even a small part of the coming generation will have to learn their multiplication tables under A.....'s supervision.

Case 3.

S..... G..... was a 19-year-old boy. He had a mental age of 10 years 5 months, I. Q. 65, "Definite feeblemindedness." This boy had graduated from the public grammar school and, though at the age to go to work, his mother was amazed to think he could find no employment. Pedagogical tests showed that he graded about 3-B in all subjects except comprehensive reading, in which he was unable to score at all. Physically he was well developed and very strong

with good muscular coordination of hands and feet. Investigation showed that he had started school at 6 years and continued, being promoted on trial, after two terms in each grade, until he had been graduated. His one preference was to work in the kitchen. His mother reported that he was the greatest help to her in the home and that his leisure time was spent either in brightening up the pots and pans or else trying and often succeeding in doing some cooking. This boy served a six-months' apprenticeship in a small bakery near his home and is now earning $25.00 per week in one of our largest bakeries mixing bread and cake dough. He is very happy and lives at home with his mother. Why was such an individual's mental status not determined long ago? For the school, the mother and the boy the economic waste could have been eliminated and much unhappiness avoided that had never any excuse for being.

3. Interaction of the Physical and the Mental

Rule 3. Always bear in mind that the physical condition affects the mental and the mental condition affects the physical.

For some time now we have given heed to the effects of the physical condition on the mental but it is only more recently that anything more than a superficial recognition of the effects of the mental condition on the physical have been taken into account. We are now, however, realizing more and more the deleterious effects of bad posture, for example, not alone upon the physical but also on the mental health of the child. Think of the eye strain, the compressions, the spinal curvatures that follow in the wake of bad posture, producing in turn emotional and intellectual difficulties. Neither the child nor the man with stooping gait, drooping shoulders, shuffling feet will be animated with much courage, self-respect or hope. He will inspire in no one, and least of all in himself, a high ideal or purpose in life, and yet correct posture may be a matter of short, early training that will endure through life. Let the mother learn the value and method of strengthening and hardening, by appropriate exercises, the young child's muscles, remembering that not only mechanical ability but will, initia-

tive and timidity are partly muscular matters. Note the "cranky" expressions of the child and not infrequently of the adult, drooping from overfatigue, the mental dejection of the person with a stiff neck, the irritability of the individual with a leg in the cast, etc., in order to appreciate fully the effects of physical positions. Adler has given many illustrations showing the mental effects of physical differentiations in persons, as the matter of being above or below the average height, of defective vision, of organic weakness, etc., while Cannon has made exhaustive investigations of the influence of mental states on the physical condition. The emotions of fear, anger, rage, hate, etc., act immediately on the digestive system and also on the glandular system and thus hasten or impede muscular activities. Examples of these facts are too numerous in every day life to require further comment.

It is well that the first step in the matter of posture with its influence on the mental life of the child has been recognized in the school, though the army has long since given it the important place it demands. The "setting up" exercises have greater significance than one at first realizes, for apart from the improved appearance of the recruit, there is a marked advance in physical and mental precision, in effort and elasticity of physical and mental response, all of which is invaluable in maintaining the morale of the man. We must not forget also that not alone the musculature but the state of blood, as warmth, cold, etc., affect the mental activity.

Let us now reverse the shield. When we consider that in all races of men the motives to action are found in the influence of the emotions we may see an open door to a world of better understanding of our fellow-men. If this is true of the reasoning adult, how much more does it apply to the child with his mental immaturity and direct response. There is nothing more distressing to me than to see adults treat babies as though they were toys, teasing them to arouse anger, pulling away their food to watch the struggle that follows, "booing" in a loud voice to see if the child takes fright, negligent handling of the baby that leaves him with a feeling of bodily insecurity;—it is just such careless and stupid actions on the part of the adult that may give rise to nervous and mental difficulties later in life. Here is often the source of those emotional complexes which act as impeders or drivers to action, that later must be eradicated or sublimated through psychological principles as embodied in the psychiatrical methods designated reeducation, suggestion, psychoanalysis, etc. All these later difficulties might be largely obviated by more intelligent understanding of the influence of the emotions on the bodily functions.

The fact is that it is of the greatest importance to banish, as soon as possible, any bodily pains so that the pain-habits which are so injurious to concentration of attention and which may bring about a hypochondriacal condition may not be allowed to exist, and on the other hand to guard against arousing those emotions

which have a deleterious effect, or if they are already present to discourage and check their activity at the earliest possible moment. The parent's duty then is to treat the baby from the beginning as an individual, even if a potential one merely, whose personality is to be respected, who is neither a plaything nor a burden and whose every action is a reflection upon those to whom he looks for guidance and sympathy.

Case 1.

A 9-months' old baby, who every time she was about to be put to bed—that is, at the moment she was lowered into her crib—would stiffen her body and cry in a manner indicating greatest terror. The father of this baby was in the habit of holding her face to face, with his hand under arm pits, and of then tossing the child into the air, catching her after she had been suspended in mid-air unsupported for a few seconds. The fear then created was transferred by the child to other moments, such as when she was put to bed on the removal of the mother's arms as her body touched the mattress. It was a fairly long task to bring this child to a state of equanimity that should never have been interrupted.

Case 2.

A middle-aged man who is being trained along the lines of emotional control told me that he can still remember with perfect clearness the rage he felt when, as a small child in a high chair, it was considered amusing to place all sorts of desirable objects just within his reach but keeping the moment of his grasping them always in the future. Just as his hand would reach the object it would be withdrawn. When this man first came to me his business partner told me that he had "brain-storms" about the smallest happenings in their office while things of far greater importance he would allow to pass almost unnoticed.

4. Imitation

Rule 4. Remember that children learn through imitation. Examine into your daily life and see whether your family is setting a good example as regards manner and regularity of living, self-control, courtesy, consideration for others, etc.

There was a time, not so very long ago, when popular belief attributed all physical and mental peculiarities in the individual to heredity. The unhappy part of this idea was that little or no effort was put forth to correct, modify or alter the undesirable expressions. There was a laissez-faire spirit growing out of the belief that "when a man's born, he's done for," which fortunately is thoroughly out of keeping with the present day trend of making what is good better. Much of what was then called heredity is largely a matter of imitation. If you doubt it, watch the baby of the family gradually taking on the family movements, note the wrinkled brow, the screwing up of the face, the movements of the hands, the stooping posture, the awkward gait, the poor table manners, the grammatical and other errors of language, the fretful tone, the lack of self-control and consideration for others, the tyranny and tone of superiority, even the symptoms of disease and hypochondriacal reac-

tions. If you realize the possibilities for growth in the matter of imitation alone, I do not think that the intelligent parent would permit his child the opportunities of following anything but worthy examples. Furthermore the most economical method of development is that by which the family standards are carefully maintained and I am often at a loss to understand why adults are so willing to submit to the waste of having the children first acquire inferior habits, bad table manners for example, with the result later that the child must have the struggle of unlearning what was once condoned and is now condemned. The fact to be borne in mind constantly is that imitation begins so early in life that parents ought to criticise their own lives and inherent modes of reaction with a view to ascertaining whether they cannot improve them for the benefit of their children. Family histories show that religious, political and other beliefs that have great practical significance in the later life of the child are passed on in families through suggestion. Parents should look into these ideas particularly to see if they will act as guides in the world of today in which the children are called to live. The "youth movements" that are taking place all over the world just now show that we must modify our old ideas and standards, but that in so doing we must not lose sight of healthy standards.

The importance of that imitation which is called mental heredity is far too often not appreciated, even by those working in genetics.

People forget that not only a child's stock of ideas but the way his attention, imagination, memory, etc., act is in imitation of what he gets at home.

Case 1.

L..... G..... was a school boy of 10 years. His school work and conduct were excellent. The home conduct was very unsatisfactory in that he refused to take any responsibility or do any work in the home. When I asked him why he never helped with the supper-dishes he answered, "Why should I wash dishes when there is a woman in the house?" His mother is the only woman at home and his answer was word for word that which his father gave when asked by the mother to lend a hand; in fact, the whole attitude of L..... was a replica of his father's, who made his adjustments pleasantly in his business life but remained a domestic despot.

Case 2.

A middle-aged woman comes to my office merely as a student of child psychology. In taking up the matter of imitation with her she told me that although she is free from all superstition and does not believe in any revealed religion, yet whenever there is a serious problem in her life which she feels uncertain of solving, she has an overwhelming impulse (which she sometimes obeys) to promise a reward to St. Anthony if her wish is fulfilled. It appears that from birth to the age of 6 years this woman was cared for by a Roman Catholic nurse, who was devoted to her and of whom she was very fond. St. Anthony played an important role in the life of the nurse and on rare and happy occasions the child was allowed to put the reward earned by him in his poor-box.

Case 3.

A child of three years was brought to my office. As far as was possible he was mentally tested and

appeared to be of very superior intelligence. The reason for this belief was that he was able to take some of the tests in the sixth year and one in the seventh, which would lead one to suspect marked mental ability. All tests that did not interest him he merely failed to make any effort to respond to, and when pressed invariably said, "I don't care to." The mother revealed the same characteristic; evidently it is the unwritten law of the family.

5. Habit Making

Rule 5. Form healthy physical and mental habits as regards eating, sleeping, going to bed and getting up, bathing, dressing, working, mode of speaking, social forms, etc.

To clear the tracks of life of all sorts of encumbrances there is no better method than that of proper habit-formation in the details of daily living. The habits enumerated above have to do with those activities that play a large part in the life of every civilized human being. We hear a great deal about the untidiness and slovenliness in the homes of the foreigners in our midst and about what should be done along the lines of "Americanization" to give them proper standards. To me the great surprise remains that among our friends and acquaintances there is so often much to be desired as regards the orderliness of daily living. Proper habits of eating, for example, are too often overlooked, especially in the young, as though this were less important in the baby than in the adult. Good habits as regards sleeping, going to bed, etc., and a program for daily routine often save a person from unhealthy nervous conditions during the stress periods of life; regularity in getting up is later carried over into industrial life and is an important element of success. In short, the easiest, most economical training for any per-

son is to make, with as little delay as possible, a daily program of those activities which may become automatic without loss of power, and it should be made in order to save our thinking for work that cannot be done involuntarily. Conflicts to do or not to do in the routine matters of life are a tremendous waste and yet there are many adults who will spend the mental force that would carry on a large business in deciding whether they will eat steak or chops for their dinner. In small matters one should learn to respond promptly when the occasion arises.

Frequently a child is being helped unnecessarily in his dressing. This generally is due to the fact that if a child were left to himself he would dress himself too slowly or because the mind of the mother or the nurse is on the next step, possibly breakfast. Whatever the cause the child is being cheated out of his right to learn through doing. As speed is an important element in automatic mechanical work, care should be taken not to let the child establish too slow a tempo through loitering or using unecesary or round-about movements. Parents are far too careless in this matter; they seem to forget, for example, that learning to tie his shoes, to arrange his necktie, etc., give a child a muscular coordination that is very useful in mechanical work and indispensible in school work.

One can scarcely overestimate the importance of establishing proper language habits, not only from the standpoint of grammar, for the community pays much respect to any indication of

general culture and social superiority even although it indulges freely in the use of slang itself. Equip the child early with the habit of good language and proper social forms and he will be at great advantage in later life.

The modus operandi of acquiring a habit consists in knowing what you wish done and the best mode of doing it and insisting on its being done in that way every time. Below is a program I use in connection with the child's training for daily activities and which comprises those necessary acts that can be made automatic very early in life:

Name .....

Date.....

	Up at 7:30	Wash self	Dress self	Room tidy	Table manners	Thank you Excuse me	Bed at 7:30
Mon.							
Tues.							
Wed.							
Thurs. ..							
Fri.							
Sat.							
Sun.							

I pass over largely the subject of mental habits such as the directing of the attention inwardly or outwardly. Some people are incapacitated from the fact that they have formed the habit of always looking inward—that is, of referring everything that happens to themselves — while others have formed the habit of doing the opposite. Neither kind of attention should exist exclusively, for in the one case you develop a self-centered adult and in the other an individual who ignores his own motives as guides to action.

Another bad mental habit is concentrating the attention on a too limited field, or conversely, dissipating it over too wide an area. I merely touch on the matter of mental habits, illustrating by the above remarks on attention; but what is true of attention is also true of memory, imagination, emotion, will, etc.

Case 1.

A 7-years' old girl was brought for advice because she was nervous and excitable and almost every morning on arriving at school suffered from an attack of nausea. A thorough medical examination revealed an excellent physical condition with no traceable cause for these attacks. A psychological examination showed a child of superior intelligence with a great ambition for high marks at school, a real liking for all lessons and an overanxiety to avoid all possibilities of getting any checks or bad marks. The examination further showed that the family, consisting of a young father, a younger mother and this small girl, was much inclined to irregular hours, particularly about getting to bed. There was a consistent oversleeping in the morning, a grand rush to scramble out of bed, a hurried dressing and a flying breakfast.

Frequently the mother tied the child's hair-bow, fastened the frock and performed similar duties towards the child's toilette, while the father fed her breakfast in large spoonfuls in order that she might not be late to school. A hard run of four blocks to the schoolhouse just about unnerved this child and the attacks of nausea resulted. Regularity of living removed every difficulty from which she suffered.

Case 2.

T..... W..... was a young woman who had finished college and who came to me for vocational guidance. She was of good intelligence, a pleasant personality, and a training and preference which fitted her to do playground work. This young woman is in reality well born and well bred but an unfortunate ideal in the house in which she boarded during four years of her life at the university had given her the manner of a Bowery girl and the verbal expression of a newsboy. It was the ideal of the house and she out-Heroded Herod. Though she is correcting her defects as rapidly as possible, so ingrained have these habits become that the girl is being constantly misjudged. Two work opportunities in her chosen field have been denied her, though both potential employers stated that they thought she showed great promise but feared the influence of her language on the children who would frequent her playground.

6. Habit Breaking

Rule 6. Break up bad habits in the child, such as sucking his thumb, holding his breath when angry, crying to get his own way, biting his nails, lisping, stammering, etc.

Of course if bad habits are not allowed to form they would not have to be broken up. But on the face of it this breaking-up of habits is not as difficult as it would appear. The individual who will tackle a bad habit and end by banishing it, irrespective of the length of time it has already endured, is greatly to be preferred to the one whose belief is that "you can't teach an old dog new tricks" or "I'm too old to learn, I must be used up as I am." These latter are merely defensive measures to excuse a lack of effort. The ability to break up habits—that is, to retain one's plasticity—is important, for every growing human being is continuously called upon to do just this. Habits which are good at one period of life may be bad at another. Growth all through life depends upon the ability to discard old and worn-out habits and to form new and useful ones. The person who can do this and do it successfully even through those three stress periods of adolescence, menopause and

senescence is a growing and happy individual to the end of his life.

When the baby begins to hold its breath in temper, you have the first indication of lack of emotional control. Correct it at once, not tomorrow, or next week or next year, but now. A dash of cold water in his face will, many times, settle that problem once and for all time, and it may be that you have taken the first fundamental step in the mental and moral development of your child. When he cries to get his own way, pick him up very quietly and put him with his toys in a lighted room by himself and keep him there until he is calm and quiet, when he may once more be returned to the place from which he was banished. I know of one family of six children where the problems of conduct are handled in just this manner; that is, the child is "put out of the family." There is no excitement, no pleading, just the quiet acceptance that one whose conduct is not "good enough" has lost the right to be part of the group and that until he can gain control of himself he must dispense with the society of even his family. From the results of the application of this method I feel I cannot advocate too highly its use even with the smallest child. It will, I presume, be a surprise to many parents as it was to me to see how soon the young child understands and responds.

Biting the nails is bad for the child, as it increases the nervous tendency which lies at the base of this habit. Lisping and stammering should be looked into with great care, as they

are danger signals, showing that physio or psycho-thearapy is needed, depending of course on whether the particular habits grow out of the child's imitation of some one else and perhaps are being encouraged by his family, or whether they are nervous expressions due to home conditions, such as tyranny, fear, etc., or to faulty audition or lack of muscular coordination.

Unfortunately, because of its great importance and general prevalence, the bad habit that is often the hardest to break is thumb - sucking. The parent is usually ignorant of the associative movements involving the rectum and genitalia, which accompany it. Such movements are the starting point perhaps of that masturbation which is so common among young children. At any rate everything should be done to avoid stimulation along sexual lines through thumb-sucking, improper clothing, excitation sometimes resorted to by foreign nurses to quiet the child, kissing the baby on the lips, etc., for one can readily see that some of the sex problems of adolescence and other periods have their origin here.

I am so often asked how to cure masturbation that I wish to say here that the treatment depends upon the cause. From what I have said above I have tried to make clear the possibilities of the early beginnings of the habit. As a general rule I find if there is no physiological defect, no improper clothing or mode of handling, it is generally due to the fact that the child lacks interests outside himself and his body. When his attention has been directed to other fields, and

his interest satisfied with material for development appropriate to his age, I find that masturbation ceases.

As there is no other place in this book in which I can so well speak of sex education for the child, I shall take this opportunity of saying that I feel far too much stress has been put upon this subject. Through suggestion, both verbally and in action, adults overemphasize the matter. Such expressions as "her little beau" or "his little sweetheart," lies about the process of reproduction, are all abominations. My experience is that the expressions of the children whose sex interests have been aroused as well as those of children to whom the subject is not yet of interest, will be frankly unashamed if they are fairly dealt with. My rule is, under no circumstances, to lie to a child and never overemphasize the natural process. I lay the same stress on the matter of circulation and digestion as on procreation. I accompany each lesson with illustrative charts and by the time the child has learned, even in the most rudimentary manner, to know all the functions of his body, he regards each with equal interest and respect. The great thing in this matter is for the parents to train themselves so that they may meet the sex subject with frankness and fairness.

Case 1.

R..... L....., a 4-year-old girl, masturbated very frequently during the night and also during the day whenever unobserved. The subject was constantly under discussion, the mother promising all sorts of

rewards if the child would desist, but after every effort on R.....'s part to overcome the habit she returned to the practice. For two weeks after she had been brought to me the matter was never mentioned, but her life was filled with new interests, kindergarten, afternoons on the beach, a sand-box in the garden, stories after supper, etc. The habit gradually fell away. Then when I had a talk with her I explained the meaning of the past habit, which, as far as I know, has never been resumed.

7. Emotional Development

Rule 7. Cultivate a good disposition by encouraging calmness, cheerfulness, equanimity, emotional control and happiness under the disappointments of daily life, and by discouraging any tendency to moodiness and sulkiness.

The most frequent response I get to this particular rule is an indulgent smile on the part of the parent and the assurance that "this is easier said than done." In reality there are but two points necessary to bear in mind: first, what is a good disposition, and second, what is the best method of securing this invaluable asset?

A good disposition is that condition of feeling and reaction which indicates an inner harmony, naturally expressed. The interruptions to this state are brought about by the arising of disagreeable thoughts and feelings. These in turn may be caused by physical discomfort, overfatigue, lack of emotional control as anger that is aroused and immediately given way to; by bad emotions, as strong antipathies in small matters; by too great concentration on self, false demands on life, and a general wrong attitude towards society.

However, from my own experience I find that

overfatigue is most frequently the contributing cause to a break in ordinarily good reactions. Have you ever crossed the Bay between 7 and 9 p. m. on a Sunday evening? Watch the child of really kind but not intelligently sympathetic parents. They try to divert the tired child by stimulating his interest with offers of food, by calling his attention to the various sights and sounds, to all of which they receive an irritable response. The child is craving rest and yet when some adult tries to put him in a comfortable position to gain it he is so thoroughly at outs with himself and the world that he fights tooth and nail against every attempt.

Where there are indications of fatigue in the small child, in the school child or in the adult, I banish these by those short, frequent rest-periods that have been used with such signal success in industry, in which the body is involuntarily relaxed and the exciting stimulation of the optic nerve shut out by means of covering the eyes with a piece of soft, light, black silk. If such a rest of ten or fifteen minutes is taken three or four times a day the state of mind of the person during the last part of the day will be found to have greatly improved.

If, however, the unhappy moods are not due to fatigue I have a search instituted for their cause by studying the rise and fall of the emotional state. This is done by means of a chart along the lines of the one reproduced:

Name .....

Date.....

A. M.	7	8	9	10	11	12 m.	1	2	3	4	5	6	7	8	9
Happy															
Average															
Unhappy ..															
What did you do?.....															

Where an individual records on the above chart for a week or ten days his emotional state at each hour of the day and the corresponding occupation, much light is thrown on the distribution of his waking hours, or the waste of economy of his time—in short, on his actions and reactions—and hints are gleaned as to the treatment required to bring him to a more efficient state. Pleasant thoughts must be substituted where unpleasant ones exist and with the small child an excellent method is to bring about the desired end by mechanical means. On account of the close association that has been built up, for example, between smiling and pleasant thoughts, I have the child smile to himself in the mirror when he begins to be unhappy. Again, we call

the bad moods the "dragons" (as we do other ugly things we wish banished), as this is a never failing method because of its interest to the child. The child then becomes the hero or heroine who battles with each dragon and emerges victorious from every encounter. Sometimes the chart above is given to the child in the form of battles and conquests. Slain moods or dragons are marked with a gold star and lost battles with a red triangle.

Case 1.

The mother of three children ranging in age from 6 to 11 years came to consult me about a domestic problem. Her home, she said, was all that a home should be, her husband was a devoted husband and father, the children's conduct was in every way satisfactory, and yet each evening during the dinner hour such an unhappy state was introduced into the family life that the mother felt in a quandary to know what to do to overcome the difficulty that she felt threatened to destroy all family affections. What was actually the case was that the husband was doing a work that required much close attention, his working hours were long and his responsibilities great. He left his office just in time to dash home and five minutes after his arrival there the family was seated at dinner. The children had been playing hard since school closed and every member of the family, excluding the mother, was worn out. The father would begin by correcting one child's table manners (not always too justly), the mother would attempt to defend or excuse the child, another criticism was then made by the father, the child would become sulky or tearful, etc., etc., until the emotional state of the family resembled more closely a pack of wild animals than of civilized human beings. The father of this family now takes three short rest-periods in his private office, one at 11 a. m.,

one at 2:30 p. m., and one at 5 o'clock. Each rest period lasts ten minutes, the body is relaxed, the eyes are covered and sleep frequently follows. The children rest in a similar manner after school and again at 5 p. m., when they come in from play. These rest periods have completely altered the family life, calmness is now the usual state, they have much pleasure and happiness in each others' company, and consideration for one another has taken the place of harsh criticism and sulkiness.

8. Emotional Control

Rule 8. Root out unhealthy emotions: jealousy, the cause of many unfair criticisms; suspicion, the forerunner of persecuting ideas; depression, the paralyzer; fear, rage, anger, anxiety, worry, discontent, resentment, the basis of so many nervous disturbances, and in their place plant the healthier emotions of sympathy, cheerfulness, contentment, etc.

Of course if the lesson in the previous discussion has been learned early and your child is fortunate enough not to have to be made over, you may disregard this rule, but unfortunately the general state of affairs is that the child has been allowed to develop some of the above mentioned unhealthy emotions and no time should be lost in wiping them out.

Bad emotions play a disturbing role in individual and social life. The first step is to ascertain the cause of these emotions. They may possibly be due to assimilative or circulatory disturbances, in which case they may be corrected by medical aid; but if there is no physical basis for their existence a bad physical condition will, however, soon develop, for there is no fatigue induced by hard physical or mental labor that can exhaust the organism as do emotional storms. We have all seen the state of exhaustion that a

bad crying spell can induce in a child and this is never so pronounced as when the child is being broken of a bad habit and all his emotions are aroused to defend the continuation of the habit. The child who is deprived of the so-called "comforter" that had to date been his constant companion, may perhaps be meeting his first disappointment or failure in getting what he wants. He understands nothing about the motives of his trainer, but he knows that up to the last degree he will employ every weapon he possesses to obtain his end. His struggle is perhaps no less strong than that of the adult who defends himself against every outrage.

Listen to the conversation of the insane. Every idea expressed by them, and the same in general is true of persons suffering from nervous diseases, has decided emotional coloring and can often be traced back to early emotional conflicts.

The difficulty in making adjustments is frequently due to lack of emotional control. Since on every hand, in the home, the school and the industrial world, life is made pleasant by the ability of each individual to make easily and happily the everyday adjustments, we see that in justice to the child's present and future everything possible should be done to help him in this matter. Very many of the difficulties traceable to uncontrolled emotions in adult life had their beginnings earlier than we think. Rage, anger and fear are easily aroused in the infant, for example, by exposing him to severe cold, by holding him fast in an uncomfortable position, by allowing

his toys to be placed just out of his reach for a long period of time, etc. Jealousy, nine times out of ten, is the result of unintelligent amusement on the part of the adults who pretend, for example, that the mother loves some one else, or some inanimate thing, better than the child.

If the unhealthy emotions have been allowed to take root they must be banished by appropriate exercises. For instance, if the child falls into spells of anger and rage, teach him to relax and smile; if it is a case of fear, train the child to face the situation. With small babies, if there is evidence of their being much startled by noises, gradually train them to hear noises calmly until the extreme sensitiveness is gone. Many an adult who is obliged to sit through a dramatic performance in fear and dread because in the last act a pistol is to be fired off, might have avoided this unhappy condition if trained to endure noises in early life. The same is true of the intense fear many adults have of thunder-storms. In older children much can be done through suggestion in gaining emotional control.

Case 1.

K..... J..... is a 6-year-old boy very much afraid of the movies. He likes stories but is terrified at moving-picture shows. He described it as "the pictures all run in a bunch and that scares me." An examination of this boy's eyes revealed the fact that they were improperly focused. After this difficulty had been overcome the terror still remained and it became necessary for the parents to encourage this child to operate a toy moving-picture machine for himself. He has at last completely overcome his fears and goes with much pleasure to see all kinds of pictures.

Case 2.

One of the most difficult cases that has come in my experience was that of a shell-shocked soldier who was terrorized by shadows. As a child he was afraid of the dark. This fear became associated with the shadows that played about his bedroom walls when he was successful in sneaking out of bed and opening the door that led into the hall where a light was left burning. The only assistance given him at that time to help him overcome his fear was to "shame him" out of it by jeering at him. He was called scare-cat, coward, etc., so that very early he learned to hide the fear which was constantly growing greater. During the war he saw service overseas, did some fighting in the front lines, and suffered tortures at night from the flickering light and attendant shadows of the gun-fire. Then he became shell-shocked. When he came to me he had been several months out of the hospital, was in good condition physically, but was unable to secure employment because he could not leave and return home in the dark of winter weather. By long continued training he is now able to conduct himself in a normal manner, but I have noticed occasionally, if the wind is blowing and the shadows moving, there is a slight hesitation in his gait just before he steps into or across a shadow on the pavement.

9. Incentive to Action

Rule 9. Build up in your child worthy drives to action. Teach him that principle and duty, not alone preference or the approval of others, should direct his actions. Teach him to stand up bravely and face a situation.

The mother of some children, well brought up from my point of view, once said to me, "I early learned that I could not play Providence even to myself, so I never tried to do it to my children." Such truly is the case. If the parent in sheltering and guarding and keeping his child soft were not doing him a permanent injury and unfitting him to live in the world, I would say, by all means indulge your parental feelings to the full and cuddle your child until he is a man.

Very often when I propose a certain task for the young or adult consulter I am met with the answer, "But I don't like to do that," and this is generally said with a tone of finality that would lead one to believe that the matter was settled for all time. More frequently this habit of working and acting on preference alone is the base of the very problem about which I am consulted. The child doesn't *like* to put his toys away, the school boy doesn't *like* arithmetic, the adoles-

cent doesn't *like* to help about the home, etc., etc. Are we to do these growing children the greatest of all injustices, namely, to allow them to believe that the world will accept them as they wish, and that the adjustments of life both great and small will not have to be made by them? Only a human being whose liking has been put on a high plane by education ought to be guided by his preference alone. The child and by far the majority of adults must be trained to be governed by principle and duty in the more serious activities of life: that is, with a conscious understanding of what they owe themselves and their community.

The alcoholic, the drug-addict, the runaway, are very often the individuals who, through soft living and improper training, have been rendered unfit to face a situation. About all they are able to do, and this applies even to those of high intelligence, is to recognize a condition, to *look* around it instead of *through* it, and then—to escape it. For this reason I ask parents to learn to face facts themselves and to help, as early as possible, their children to do likewise. The importance of properly educating the child in the kind of thinking and feelings which results in the setting up of high standards of action is shown by one of the characters in a recently published novel when he says, "I am strong because I've got more back of me; things I believe in—that you don't; a decent man; an education; a sense of honor;—God. That's your trouble. You've no standards to live up to."

Case 1.

A very brilliant child of 3 years and 6 months was being tested. He took a full Standard Revision of the Binet-Simon intelligence test of Year VI, except where it was a matter of repeating digits or syllables, in which case, after the question had been given him, he looked ahead and said nothing. When pressed he answered with patience and calmness, "But I don't care to." That distinctly settled the matter. Think of a child having lived 3½ years in the world and never once experienced the self-discipline that goes with doing something he does not like to. He had been robbed of the splendid stimulation of having conquered himself in overcoming a disliked task or activity.

Case 2.

A man of 45 years of average intelligence, undergoing a cure for drug-addiction gave me a history as follows: He was the youngest child of a family of four sons and was always given a great deal of pocket money by his brothers, who were already self-supporting when this man was a school boy. He did not like school and was allowed to leave permanently at the age of 12. He was then sent to a private coach every morning until he had completed high school work. He was never required to be anything but happy at home and every indulgence was granted him to keep him so; he had no duties or responsibilities. Study became less and less interesting to him. About this time his father died and he inherited enough money to enable him to spend the next two years in travel. This he did and on his return home it was thought to be about time for him to go to work. His jobs were hotel clerk, cashier in a restaurant, press-feeder in a newspaper office and type-setter in a printing house. Nearly all of this was night work which left a large part of the day on his hands to be disposed of as his fancy dictated. He was generally bored and anxious to get away from the monotony

of life; he took to the use of drugs with the result that he is now being physically and morally supported by his brothers, who are themselves responsible for his downfall. He says that he has never been able "to face the music." When he was 27 years old he married and was, he says, fairly happy but later when his wife wished him to return to work after he had lost all inclination to do so, he simply "walked away" and deserted her.

10. Dependence versus Independence

Rule 10. Do not allow the child to hang, as it were, on your skirts and so grow up lacking in independence and initiative, and therefore suppress any autocratic tendencies in yourself or in any member of your family.

Picture to yourself if you can a situation more worthy of pity, a life more horribly warped, a struggle more hopeless than that of the individual animated by a great desire to spend his life doing some particular thing but lacking the initiative to go about it. This is the situation in a large, far too large, per cent of working men and women who come to me for vocational guidance. Often they hold the position they do through accident, through having been put there by some one else, or by falling heir to it and accepting it because through suggestion some one had made it seem the desirable thing to do. This dependence and lack of initiative is sure to prove a very serious handicap and, like all similar defects, should be prevented rather than corrected. Very often in adults the origin is directly traceable to the tyranny of the parents, or some other member of the family, against which the child has had to defend himself. The following quotation is from Dr. White: "The whole process of the

child's development has as its goal its emancipation from the parents, so that its own life may be free to develop to the fullest without the hindrances that are inevitable if there continues an attachment to the home that is in the nature of a dependence upon it."

This is often the last idea a parent wishes to remember in regard to his child, but it is well to accept it in the beginning and train and prepare for the time of emancipation. A woman who was trying to overcome great self consciousness and bashfulness said to me once, "My family expected me to be seen and not heard until I was 18 years old and then emerge from the home with perfect poise." That tyranny incites rebellion is the thought that often comes to my mind when parents with the problem of the adolescent child appear, the parents having successfully tyrannized up to date, and the child, for the first time, trying to express the long smoldering rebellion till then repressed. The unfortunate part of it all is that the tyrant does often not direct another in the paths that lead to happiness in future life.

Case 1.

I recall in this connection a family of seven children. They ranged in age from 18 to 4 years. Two were supernormal, four normal, and one borderline mentality. The last had a terrific will with which he tyrannized over his brothers and sisters. He was not the oldest of the family but such was the ascendency of his will, over all the other children, that he was allowed to govern undisputably and there was scarcely an act of any of the other children upon which he

did not pass final judgment. Five of the children had remained underdeveloped as regards initiative and the remaining one who had not been so weakened was in a constant battle with the tyrant. It was only the temporary removal for training of this highly autocratic boy that restored to his brothers and sisters the independence that should always have been theirs.

Case 2.

A man 28 years old of superior intelligence had been 5 years as clerk of a bond house. His record was one of highest excellence as regards ability, integrity and attitude. He was offered a far better position as bond salesman in the same firm with the intimation that he had by no means come to the end of his promotions. He was of course overjoyed. His mother with whom he had always lived exerted a great influence over him, advised against accepting the offer and he refused. It was then that one of the partners in the firm brought him to me. It soon became apparent that he had been tyrannized over all his life by his mother. Her great devotion to him had been expressed in the form of all manner of hindrances to his independent living, and the basis for her advice in this particular case was that she feared to have her son go into the selling field because it would necessitate his frequent and prolonged absence from home, when she would be left alone.

Case 3.

A supernormal child of 6 years had become tyrannical because his brother and sister who were less brilliant mentally had been given and easily accepted the position of being his slaves. When I asked him why he bullied them he said, "Oh, they're regular dumb-bells." It was a hard pull to bring him to the belief that they too had their rights. The parents had been extraordinarily proud of the older boy's ability and had on every occasion allowed him to take the lead.

11. The Responsive versus The Resistant Attitude

Rule 11. Train your child to be neither too responsive nor too resistant in his attitude.

A lady once came to my office with her sister and a splendid little boy of 5 years. It turned out that she was the mother of the child and that she had had no real difficulty with him until the sister who accompanied her had arrived from her home in the south with her son of 6 years for a visit. The younger child was of very superior intelligence, with great initiative, much independence and remarkable tenacity of purpose for one of his years. He was, as are so many such children, being constantly undernourished mentally and presented those problems characteristic of his condition. He had never seemed to his parents in any way unusual, however, until the advent of his cousin, who is a year older. In discussing this boy I remember the aunt turned to me with a smile of the utmost complacency and said, "I'm so glad that I haven't these problems to deal with and that my boy isn't bright enough to give any trouble." There was so little wrong with the child who was brought that I asked the aunt if she would let me see her son. We found

him to be a child of low average intelligence, with a suggestibility bordering on great weakness, a child who while doing one thing could be instantly switched to another through suggestion, a child whose affections were distributed with the greatest impartiality on the family, friends and acquaintances; in short, a child with the stability of flowing water. Such a child made an agreeable visitor, as he went smiling to everyone, got up and sat down, ate, slept and talked at any one's bidding—the last suggestion was always the wind that moved this human weather-vane. In contrast the younger child with his definite purposes and interests seemed a social misfit.

A child of very marked suggestibility seems to many adults to be very satisfactory just because "he gives so little trouble" and, as we often hear, "is such a little gentleman." But think of his future! On the other hand, think of the resistant or "no" child, the one whose first reaction is a contrary one, who hardly hears an order or a suggestion before a wish to do the opposite thing is set up, and you will at once realize that he too is no easy problem. A shrewd but ignorant woman in the baby-clinic once presented such a child of 3 years. "How do you ever get him to do what you want?" she was asked, and she knowingly smiled and said, "Oh! I just make him believe that I want the thing I don't want."

Of course the satisfactory fitting into both family and social life demands from each human being a certain suggestibility, an initiative tendency, a sympathetic attitude on the one hand

and on the other independence, strong motivating ideas and emotions, a self-centered attention—in short, a certain negativism or resistance. We so seldom see these two tendencies well balanced in the adult that I therefore beg of the parents to observe their child with a view to strengthening or weakening that positive or negative social response so that adult life may not find him socially maladjusted.

The matter of response is also an important educational matter, for we are coming to see that intelligence is measured largely in life by adaptability as regards new problems and conditions. "Standpatters" are viewing life for the most part with their eyes turned towards the past, forgetting that the problems of tomorrow are being created today.

Some children give from the first an idea of the kind of response they will make to society if left to themselves. There are some who are normally "yes"-babies and must be restrained from being too responsive socially. Others, even where there has been no "nagging" or any other condition that results in negativism, are "no"-babies. Note the very young child with his food antipathies, his irritable or rebellious expression, his repellant movements in coming in contact with others. If he is allowed to follow his natural bent you will see the socially maladjusted individual first in the school and later in industrial life. Such an attitude in the child suggests an inability or a disinclination to adjust himself to his environment or to cope with it. The cause

must be determined and every effort made to remove it at once so that the child may have his chance to become a healthy group participator. One extreme of attitude is as bad as the other, just as each presents certain advantages, for whereas a good adaptability carries a man far, history has shown us that important social ideas have developed from a life of solitude and a certain negative social attitude.

Case 1.

J..... H....., a boy of 12 years, was sent from a public school to the clinic with a letter from his principal. She stated that for four weeks the boy had seemed strangely apathetic, getting behind in his work, moping during school-hours, sitting drooping at his desk but accomplishing nothing. This was quite the antithesis of his previous attitude as he had always been a leader both at work and in play. The mother reported that the boy was not eating his meals, that he liked to spend much time in bed and as a last symptom refused to go to the moving-pictures, a pastime which had never before failed to delight him. J..... had been given a medical examination but apart from the fact that he was losing weight, there were no other symptoms of ill-health. Six weeks prior to this time, it was learned from the boy, that his best friend, also a pupil of the same school, had died suddenly of infantile paralysis. There had been a short service at the school in his memory, and his best friends, J..... among others, had attended the funeral. This was J.....'s first experience of the kind. Some days later one of the boys said to J....., "I bet some of us fellers get that sickness and if we do we'll die." J..... asked how would they know if they got it and was told, "First your legs feel all loose and wobbly, then you ain't hungry, and then you just go to bed and die." Every symptom

that had been suggested J..... had acquired and he was then miserably awaiting the fatal results. Directly he had told the story, which he gave then for the first time, he appeared to feel a little better, and after a twenty-minute talk was with his mother on his way to "a big feed" to which I understand he did full justice. It was necessary for this boy to receive psychotherapeutic advice for six months before he was brought to a stage approaching a normal resistance.

12. Environment

Rule 12. Note the influence which is being exerted upon your child by the people of your neighborhood and teach him to adjust himself to his environment, getting what is good and avoiding what is bad.

I have found that careful parents invariably select their homes with a view to getting what is best for the children, and so far as they know they do get the best surroundings in a material way that they are able. Every mother knows that her child needs sunshine, good air, a dry house, a yard to play in, etc., etc., but do you think many realize the importance of the neighborhood influence on the child's present and future life? Remember the preschool-age years are the formative period and that next to his own family there is nothing the child will so quickly imitate nor hold with such clear vividness as the standard gained through the neighborhood. If you doubt this or are inclined to think this point over-emphasized, remember the old adage, "as the twig is bent so is the tree inclined."

On the other hand, it should be made clear that I by no means approve of sheltering the child from all influences that are not completely desirable in his environment. He must be train-

ed in mental resistance, much as he is trained in physical resistance, to acquire immunity from many kinds of infection. He must gradually be brought to understand that all he sees exists in the world, but that certain things are not worthy of emulation and certain others so unworthy that they are to be totally avoided. This is the education that is real education, the learning and understanding that will fit him to live a broad life in a big world. "Help us to resist temptation" is a far better prayer than "Lead us not into temptation." Then, too, overguarding the child in an inferior neighborhood by denying him the right to associate with the children about him is one of the greatest injustices that can be done him. The parent who does it forgets the value, the economy of companionship. The knowledge of the action of the human mind that is needed in adult practical life today can be acquired by the child through early association with other children. It may be desirable sometimes for the human being to get along without companionship, but solitude is to be sought only when sufficient material to reflect upon has been stored.

Think rather of the child's environment outside of his immediate family as a possible source of psychic contagion: the child receives favorable or unfavorable impressions which may in the first case influence him to the extent of having a good environment overcome a bad heredity or, in the second case, ruin a fine start in life and substitute antisocial ideals for social ones.

Some years ago I made a survey of a public

school for delinquent boys in San Francisco. There were about 100 pupils in the school, drawn from all parts of the city. It was found that the homes of these boys lay in seven small districts. That is, 25 per cent of the total enrollment lived in an area of 15 square blocks and another group of 20 boys formed a "gang" in a small section of the city. The boys of each group were well known to one another and spent much of the after-school time together. Now it so happened that this particular school is being most intelligently handled. The principal has an unusual knowledge of the needs and longings of her pupils and gives them in school an environment suited to their wants and one that they can cope with and assimilate. The result is that in many cases for the first time the boys have received better outside influences than they had previously ever had, and no one could doubt the value of this were they to see the ready response of the boys in every case. The making of the survey necessitated my workers and myself being at the school for a week or more, during which time I was constantly impressed with the fine attitude of the boys, their courtesy toward adults, their spirit of fair play among themselves, their genuine respect for the principal and the great desire of each to remain in the school. This last was proven by the fact that a large proportion, if I remember rightly about 72 per cent, had been sent to the school for truancy, and the principal told me that during the last half-year there had been but one case of truancy among her pu-

pils. This is particularly surprising in view of the fact that the homes of many of the boys were very distant from the school and many sorts of excuses could have been invented to explain tardiness and absence. In short, the school represents to me what I want to make clear, that is, the possibility of a good environment's making straight a crooked start.

Case 1.

M..... L..... was a 12-year-old girl brought up by her father in a lumber camp in the northern part of this state. The mother had died shortly after the birth of this, her only, child and an Indian woman had from that time on taken care of the child. She was received here in her aunt's family with much affection, but within the first week of her stay her aunt had become convinced that the girl was feeble-minded. She complained that M..... simply could not understand, for she was making a great effort to please, but through lack of comprehension she failed on every point. As a matter of fact, the girl proved to be of high average intelligence, but the complete change of environment had been too much for her power of adjustment, especially as all the rules had been stated, but no explanation nor any clear reason given the girl for their existence. Why a bed should be made in the morning, why several forks should be used per capita at one meal, why these were of different sizes, why a cup needed a saucer, all these were meaningless habits too difficult to keep track of. Six months later I doubt whether a girl could have been found with better manners, quicker powers of observation or greater appreciation of the niceties of social form than M..... L....., so well had she responded to that which was best in her environment once she had understood it.

Case 2.

Captain J....., U. S. A., brought me his small son to cure him of swearing. To look at this 3-year-old child it seemed incredible that in so short a life-time it was possible to accumulate a vocabulary of such depth and variety of profanity. The home conditions were excellent and the only person with whom he spent much time besides his family was his nurse, a young girl with two years of high school work to her credit. It was discovered that every afternoon the nurse took her charge to walk, ostensibly to keep him out of doors but in reality she took him to visit a friend of her who had married the owner of the pool-room just outside the military reservations. While the women were talking the child visited about the pool-room with the telling results of picking up every undesirable expression of the players and of storing them away in his memory for future use. So deep-rooted had this type of language become that it was many months before the child's mother felt she could allow him to play with other children of his age.

13. Storing the Subconscious

Rule 13. Properly store and enrich the subconscious.

In these days when a tidal wave of psychological terms seems to have swept the community and the word "subconscious" is on the lips of all, babes and others included, it would seem as though there could be nothing to add to this much discussed subject. However, as it forms, I consider, so large a part of preventive mental hygiene, I want you to bear with me during this short explanation of what I feel should be done in relation to the subconscious mind of the growing child.

It is a well known fact, is it not, that given a definite space we can store it with just so much material? Our safe-deposit boxes may be made to contain that which we regard as most precious from a material sense, or they may equally well hold the same weight of rubbish. The man who would store the latter would be thought to be at least mentally weak by his fellow men. I wish it might become the custom to look upon our spiritual wealth in the same way. In reality the subconscious is nothing but the storehouse of past physical and mental experiences which are only partly forgotten and which are factors more or less in our comprehension and interpretation of new experiences.

It is always a matter of real pain to me when I encounter the conscientious parent who appreciates the enormous amount of waste that goes on in the world and who therefore decides to have none of it in the life of his child. To this end the child is taught only facts, the parent thinking well of the mode of training that cheats the child out of much development of the imagination which you will remember Renan calls "the great consolation". The parent who says "why waste time with fairy tales when he ought to be learning history" shows the undevelopment of his own imagination. Fancy the child who is robbed of the joy of all the whimsical nonsense of Alice in Wonderland, for example, or of the close fraternity he might feel with the friendly giants or with his friends the flower fairies, the birds, the animals known and unknown, and compare him in his childhood or at any period of his subsequent life with the individual whose mind has been enriched with the imaginative, and you will not be slow in noting the contrast. Since all creative work calls for the play of the imagination we see at once that we are limiting the child's mental activities by allowing his imagination to go unfed. The acquisition of facts is by no means to be scorned, but without the imagination as a complement it is a very dull, bread-and-butter sort of mental life that we offer the child and in turn the adult.

All scientific invention, as, for example, that of an Edison, depends upon what has been stored away under the threshold of consciousness, so

that it is clearly demonstrable how much selective work must be done in deciding what it is best to store away. The bitterness that is so often found in the attitude of older people in relation to the younger generation points clearly to a lack of imagination, with few experiences from their own youth to call upon, and I am constantly reminded that in life "what they find is what they brought with them." Beautiful old age seems to me to be far too rare and I think that the younger generation cannot be so great a trial to the older one as is the older one to the present generation. Remember that "only the old man can dream dreams who has seen visions in his youth", and help the child to see his visions so that life may not be arid because the well of imagination has been dried up at its source.

Fill the nursery with books and read to the child with happiness. It is almost invariably the case that the child does not need encouragement along the line of story books and later of reading, if the home has unfolded to him story-book delights at an early age. Do not think that it is alone the revery value of subconscious material that I am advocating, for there are other highly important values. The memory accumulation of ideas and ideals lasts through life. No normal boy wishes to be found unlike King Arthur's knights if the beauty of their ideals have been presented to him and every girl can be given the stories of Joan of Arc and Florence Nightingale as guiding stars.

I know of one family where the children, both boys and girls, are on their way to earning knighthood. All undesirable habits, etc., are their dragons, which one by one they do battle with and conquer or are conquered. I need hardly add that the children ultimately conquer and so earn knighthood, which occasion is celebrated with all the pomp and ceremony of King Arthur's days. I remember a small boy with a poor auditory memory who could not learn his multiplication tables because he was supposed to memorize them by chanting them in unison with his class at school. It was found that he had a strong visual memory, and so the tables were given him, one by one, painted on a chart. Each chart hung for one week beside his dressing table and was named Dragon 1, 2, etc., and each morning and evening he looked at the chart while dressing and undressing. When the entire dozen dragons had been conquered in this way the lad was knighted and a holiday was declared in honor of the occasion. What I wish to illustrate is that the play of fancy may be incorporated into the life of a child without loss of fact and with a gain in wealth of beauty and culture.

Very frequently I find that the narrow, sordid and false ideals sometimes present in adults and whenever present working in a deleterious manner, can be traced back to childhood inculcations. It is a good thing to store away slogans and through frequent repetitions to impress them so strongly upon the mind that they will arise spontaneously in case of doubt or

temptation. "Think before you act", "Truth conquers all things", "Where there's a will there's a way", etc., are excellent general principles to store away in the mind.

Automatic action and non-action are often desirable in that it is prompt and economical as regards thought output. As the impulse to such action is subconsciousness we see the great importance of enriching the subconscious. The child, for example, should have principles of honesty so strongly fixed in his mind that he will return a purse he has seen drop without any debate with himself as to whether he ought to do so.

Just as enriching the subconscious allows us a richer, freer, finer action, so everything stored away in the subconscious that is deleterious, as permanent fears of cats, bugs, darkness, etc., acts inversely and limits or hampers the action of the individual. Today not only action but impeded action and inaction are coming to be looked upon as so important under certain conditions that it is felt that everything interfering with them should be eradicated.

Conversions arise from fears and complexes. Let the parent therefore examine into hampered action as that in stammering, tics, the physical excitement accompanying dreams of terror, sleep-walking and nightmares to ascertain if they are due to fears and complexes stored away in the subconscious. The most common complex hidden in the subconscious and betraying itself by a conversion is that connected with sex. This

is due to the unintelligent method of handling the subject with the child.

Case 1.

A child of 3 years was brought to me for help in overcoming the fear he evinced when an attempt was made to put him into a bath-tub. This fear had come on him suddenly, evidently as the result of a fright, but as there was a change of nurses just at the time of the onset of the fear it was impossible to determine the nature of the fright, as the child could not be persuaded to express anything. It would have been madness to have tried to force the child into the tub. His terror was appalling. What was done was to uproot the fear from the subconscious; this was accomplished by suggestion, during which period the child was washed by means of a sponge bath. It took just six weeks to rid him of his terror, but at the end of that time he was perfectly prepared to return without any excitement or anxiety but with pleasant anticipation to the old method of bathing, and was soon enjoying the same water-sports as previously.

Case 2.

So much can be learned of the emotional life of the individual by probing into the subconscious that I offer the following case as an illustration:

A..... G..... was brought to the office for general misconduct at school and at home. He was a boy of 9 years and once he had entered the office he planted himself with his back to the door and refused to move. To all inquiries he presented a deaf ear and a stony front. Finally, after some diplomatic handling, he gave the following as a recurrent dream: "I dream most every night that Rex—that's my dog—and I are going to the railway station to catch a train. When we get to the place where the train passes it

doesn't stop and we can't get on, but Rex tries and the train runs over him. When the train has got away Rex is lying on one side of the track and one of his legs is on the other, but I pick up the leg and stick it into Rex and it grows tight, and then we go right off to the country by ourselves." This dream was all that was needed to get at the base of the trouble. This boy was in extremely unsatisfactory relation with his parents. His father was harsh in his remarks to the boy, who has a very liberal mind and accepts all the father says as gospel. For example, the father once said that if the boy failed in his school-work he would send him to prison. The boy believed him, and when the report-card was not a good one he ran away. The one thing A..... really loved in life was his dog. He was his constant and sympathetic companion. He even earned money after school by working for the neighbors with which to buy food for this dog. The dream shows his affection for the dog, his desire to be free of his family and from school and the hope and plan he was then entertaining to be able to "beat it" and live the life of a hobo, which to him spelled bliss.

Cases 3, 4, 5, etc.

Similar experiences to the one cited under Case 2 were found in the dreams recorded by the boys in a parental school in San Francisco. Here in almost every case a clear picture of the content of the subconscious was given. Adventure, the pirate, the cowboy, the prize-fighter and the engineer formed the heroes of their imagination, but what was even more important was that in the dreams of the activities of these supermen the boys frequently showed that they had no real comprehension of moral values, no standards of conduct and no ethical ideas that should have been laid away in earlier years.

14. Play

Rule 14. Learn to guide your child's play intelligently, for it is of great significance and importance in his education and development.

Those who have studied children's play do not agree as to its purpose. Gross, for example, thinks it is an effort on the part of the young animal to prepare himself for the activities of adult life; that is, he thinks imitation lies at the base of play. Hall makes play an expression of the activity of the imagination in the particular child. Others emphasize in support of their theories some one of the many different kinds of mental activity that may be involved in play. The fact is, play is multiform as to its origin and should be used for a great variety of purposes by the child and those who care for him, as (1) to prepare himself for all the activities of adult life, as in setting the doll-house table, the washing of its dishes, etc.; (2) to get the pleasure that comes from bodily exercise, as in tag, blindman's-buff, etc.; (3) to increase his experience and knowledge, as does the going to moving pictures; (4) to learn to associate with others on a footing of friendliness and equality, as games of ball and team work; (5) to banish hypersensitiveness and to learn that he who enters the game must endure the play, to bring

about results that one alone could not accomplish; (6) to develop ingenuity and invention through the handling of toys and creating of games, etc.; (7) to employing imitation in solving practical problems; (8) to store and develop the imagination—here belongs the whole field of selecting and reading of children's books; (9) to increasing physical power; (10) to securing mental and physical rest and inspiration; (11) to break up mental and physical adhesions.

The field of play is in general far too curtailed. We overuse it, for example, for rest and amusement and excitement, as in going to the moving pictures. It is extremely important to establish good play-habits in childhood and to carry them over to adult life. Watson has discussed play in connection with that mental non-plasticity which is supposed to go with old age. He believes that the notion is completely unfounded and that stagnation of mental growth in middle or later age is due to our acceptance, much too readily, of that supposition and of other conventions, and he advises adults to do more playing in order to break up mental constrictions.

We ought to have a clear idea of the meaning of play before we select things for the children to play with. This is seen in the use of the sand-box by most parents. The thing they will, of course, tell you is to get a sand-box and let the child play in or with it. If you should question them further they would probably say that its beneficial qualities are to keep the child out of doors, to have him busy and out of mischief. If

they are more intelligent they may well tell you that a small degree of muscular coordination is developed and a certain amount of imagination is called into play by the child who spends much of his time in the sand-box. Think of the possibilities such a box offers if used understandingly; a very training for life may be started here. Let the child be set to reproduce what has been read to him, what he has seen or experienced or imagined. The fact is, nearly every mental activity can be strengthened and trained by it. It furnishes in all fields a chance for self-expression which is regarded today as so necessary to a child's proper development. Take the matter of the first toy that transports the child on wheels. Every normal child looks forward to the time when he can propel himself along on wheels. This joy is sometimes too long deferred for fear of accidents and often a far too difficult toy is given at too early an age with disastrous results. Start the small child on roller skates, and unless he has unusual muscular coordination he is more likely than not to have a bad fall, while even if the physical damage is slight the child may begin to build up fears and aversions. On the other hand, there are now to be found at small cost such toys so cleverly devised as to meet the needs of the youngest child. As soon as he can walk it is important that he learn to maintain his balance under various physical positions. This, the right kind of a car will teach him as well as allowing him to gain his experience gradually without shock. It should

be low to the ground so that he can always stop the motion instantly by putting his feet on the ground, the handle bar should be within comfortable reach of the hands, and it should require no great physical effort to get started and going. Motion without forward movement is always unsatisfactory, as with the rocking horse, etc. By the time the child has outgrown this first simple car he will be found to have strengthened his leg and arm muscles to a marked degree, to have developed considerable mechanical sense, and most valuable of all perhaps, he will have experienced achievement as a result of his own efforts.

When we look at the whole matter of play we see that the uneconomical use of a child's playtime is appalling. We send him to school from three to five hours a day to be educated and we neglect and often nullify what is done in the school during the hours of the day he spends at home.

I remember, with so much pleasure, once visiting a home where three children between the ages of 6 and 10 years were having a lesson in physical geography in their sand-box. The mother-teacher used the text from the public school book. She asked the questions in the school form and read the descriptions of the various formations from the book. It was extremely interesting to see the impressions made on the minds of the children as expressed by the reproductions made with sand and water. At the end of half an hour I felt those children had stored away a certain amount of knowledge that

they would never forget or never have to learn again. They had lived their experiences; never would they become confused as to whether "an island is a body of land surrounded by water or a body of water surrounded by land." I was also struck by the remark of the youngest child at the end of the lesson; he said, "That was a good play; now let's get lots more water and play the Golden Fleece." When I see some of the children lagging to school and suffering through school hours I am greatly tempted to subsidize someone to help them to live their lesson at the sand-box.

Another form too little in vogue and which brings much happiness as well as knowledge to all normal children is to allow and encourage them to act out their stories and lessons as plays. Supply them with a few yards of cheese cloth, a few rolls of colored crepe paper, some cardboard and glue and a place sacred to them as a workshop, and you are giving your children in perpetuity priceless gifts. I remember one of the children of the above mentioned group who returned from a walk in the woods with an enormous bee-bite on his forehead. It undoubtedly caused the little fellow great pain, but he merely explained, "Oh, we were playing Ponce de Leon and I got bitten just like he did, I guess." Charades, tableaux, etc., with the family as a sympathetic audience makes a child less anxious to leave home for his recreations.

15. Delinquency

Rule 15. Guard against lying, petty thieving, running away, fighting, cruelty, and all other acts which may later result in delinquency and even criminal conduct.

Lying. "Blanket" explanation of delinquency is far too common. Recently when I was lecturing on the training of the preschool-age child at a Mothers' Congress I was asked by one of the mothers in the audience to give the "real cause of children's lying." There remained but a few minutes' time at my disposal and I felt somewhat overwhelmed to think of dismissing this most complex subject with, as it were, a wave of the hand. The attitude of the parents towards the lies a child tells often encourages the child to continue lying. Far too many parents think that the lies of their children, when very small, show brightness and are vastly pleased and amazed in consequence. On the other hand, the lies of older children are regarded as reprehensible acts which deserve severe punishment, quite forgetting that the larger lies are born of small beginnings. Until truth-telling has become automatic in the child by proper training the parent has no real assurance that the child is armed against this particular weakness.

A child may lie because his memory is weak

and he brings imagination to help piece out what he is trying to relate, or because of his pleasure in the creations of his own imagination, or because he has seen so many things of a given class, as moving pictures, for example, that the memory has become confused and substitutions and misconceptions occur, or because of defective vision or inattention he has made superficial observations, or because he is very suggestible. Again lying may be outside of the child, as fear of punishment for doing some forbidden thing, imitation of some one older who lies, or weakness in home control, etc.

The following questions suggest some of the lines along which an analysis should be made in case of lying:—Is there anything in the child's family that he has been taught to conceal? Has he a special aptitude for language? Is his memory good as shown by the way he reproduces a story or a picture? Is there any weakness in the home-control? Is there any psychic contagion (imitation of companion or relative)? Has anyone accused him falsely? Is he suggestible? and along what lines? Is he afraid to tell the truth?

After the cause is known the kind of treatment to give is evident. It may be necessary to train the child in accuracy of reports as regards what he experiences and reads, to use his linguistic powers along better lines, to fortify him against suggestibility; in short, to establish truth-telling habits along the lines he tends to prevaricate.

The following cases of preschool-age children which have been handled in my office and clinic give some idea of the variety of causes that bring about lying.

Case 1.

A..... B..... was a 6-year-old boy of average intelligence. His attitude was decidedly negative, sullen and silent, but when he did speak it was generally to give utterance to some thoroughly false statement. Living in constant dread of his father, who is autocratic, impatient and especially quick-tempered with this child, A..... found his best defense in silence, but when pushed to the wall fought hard to fasten the blame for misconduct on some other child in the family, especially on his sisters. The training in this case was for the parents. They were soon brought to a realization of the cause of the boy's lying and set about to change their relation to the boy, thus effecting a vast improvement in his attitude towards them and society in general. Gradually the habit of lying was substituted by that of truth-telling.

Case 2.

S..... G..... was a 7-year-old boy, the son of a moving picture operator, and was therefore at liberty to see all the pictures produced on the screen of the theatre in which his father worked. His home life was satisfactory, but to the boy it was extremely dull as compared with the life portrayed in the movies. S.....'s invariable answer to the questions, "Why do you do this and so?" was "because that's the way it is in the movies." All the lying of which his family complained had its origin in great mental confusion; he was scarcely able to differentiate between what he had experinced in real life and what he had learned through the pictures. Furthermore every experience was made far more interesting by the introduction of a touch of the spiciness of a movie thriller.

Case 3.

F..... S..... was a boy of 5 years with a mental age of 4 years. He often lied, but this habit was evidently taken as a matter of course by the boys with whom he played all day on the street. However, the real trouble came when a large plate glass window in a neighboring store was broken by some members of the group to which F..... belonged and a definite attempt was made to attach the guilt to F..... The only proof brought to bear was that when the occupant of the store rushed to the street after the glass had been broken, all the children ran away except F....., who remained staring at the catastrophe. The cost of replacement was $50.00. By the time F..... was brought to the clinic he was so confused by the suggestions that had been given him by his playmates that his own testimony was valueless. It was ultimately proven that F..... was in no way responsible for the accident, but that in this case as in many other instances he had been induced to tell any story that had been repeatedly suggested to him by his companions.

Case 4.

F..... M..... was a girl of 11 years who lied much. Her father was a Federal government official who held his position because of his undisputed integrity rather than his intellectual ability, which, however, was good. This parent was extremely distressed by his daughter's conduct; the mother, on the contrary, was fairly indifferent and felt confident that as the child grew older she would outgrow the habit. A home investigation showed that the mother was in the habit of lying to the father about what occurred in the home during his absence; she also lied to the tradespeople, declaring that her purchases from them had been unfit for use and demanding replacement of the articles she insisted she had had to throw away. She had done this successfully many times after the family had consumed the particular thing

at the previous meal; in fact, the fabric of the mother's life was interwoven with petty lies and the daughter in imitation had carried the lying into her own field.

Case 5.

The foster-mother of a group of children reports that all of the children lie to her. It developed upon investigation that when anything wrong occurred in the home, as when water was spilled, china broken, etc., etc., the foster-mother immediately called all the children to her and questioned each in turn as to whether he had done the deed. Each emphatically denied all knowledge of the occurrence. By the time the fifth or sixth child had been questioned the foster-mother was exhausted and scolding them all round let the matter drop. The children though young had not been slow to discover the mutual benefit of having each stoutly deny everything connected with the wrong-doing.

Stealing. Stealing in the young child is likely to occur where the custom of the home is to have only common property, which is not infrequently the case, especially as regards children's toys, books and even their clothing. The small child soon acquires the habit of taking from this common stock that which he needs or fancies he needs, and it is but a short step for him a little later to desire the small money he sees about and which has no greater value for him than the other things he has been allowed to take. We all know the households where the mother does not hesitate to take money from the "family pocket-book"—that is, the pocket of the father. The child soon finds the mother's purse and from this extracts that which he needs or can get, for

the taking of money has about the same importance to him as the taking of an orange or an apple. Of course stealing is more likely to occur if the child associates with other children who have more pocket-money than he, and if he has learned how many desirable things are purchasable with money. The problem of training is, of course, more difficult if the child's family lives among people whose mode of expenditure is on a more extravagant scale.

Again, there are many children who steal money because of a great and persistent longing for candy. This may be a healthy longing for sweets and shows the need of modifying the child's diet or it may be due to imperfect digestion which needs medical attention. Also he may steal from an instinctive longing to be on a footing of social equality with other children who have much more pocket-money and he may be filled with a desire to "treat them". Again, he may steal to supply the desires of some one he loves or to gain favor of some one whose love he hopes to win by satisfying all his needs.

In all cases of stealing it is imperative to know the answers to the following questions: What does the child steal? From whom does he steal? What does he do with what he steals? When did he begin stealing? Is the child at home allowed to help himself to everything he wants without asking? Has the child been taught to respect the property rights of others? Does he own toys, etc., that are absolutely his own? Are there small delinquencies in the house, such as

failing to pay debts, carelessness as to promises, etc.? Does he receive any regular pocket-money? I give these questions to show the careful analysis that is everywhere necessary if one is really to overcome not alone delinquent but social acts. The fact is, motherhood and fatherhood are taken far too lightly. Again let me warn parents that the first acts of the child that show a tendency towards delinquency should be regarded as neither "cute" nor humorous, but their import should be studied and every effort made to root them out before they have become habits.

Case 1.

N..... H....., a 7-year-old boy, was brought to the clinic after having stolen a watch, some kitchen utensils, milk bottles and a considerable sum of money (about $48.00) from various families on his block. Investigation showed that he had been "taking things" since he was 3 years old—that is, for four years he had been allowed to develop the habit of calling his own anything in sight that he happened to fancy. Also it was found that he never received any regular pocket-money, but that when his mother was harassed by the tradespeople for payment of household bills long overdue, which had frequently happened, N..... was given 5 or 10 cents by his mother for keeping the information from his father.

Case 2.

G..... L..... was a small but pretty girl of 6 years and 6 months who had stolen many garments from a neighboring family; in fact, she had shown the nicest discrimination in selecting only the newest and best from each member's wardrobe. In doing so she had merely transferred the daily practices of all the members of her own family to her neighbors. It was the custom in G.....'s home for the older sisters

upon going to work or to school respectively to take each one for herself the best obtainable in the house. Borrowed jewelry, hats, gloves, etc., were constantly being paraded before the admiring eyes of the younger children, their value appraised and their beauty extolled. Small wonder that G..... went in quest of beauty for herself.

Case 3.

K..... R.....N, a boy of 9 years, of high average intelligence and particularly ambitious in his school work, stole a fountain pen. Apparently this was his first theft of any nature and it was only after a most careful and minute investigation of the circumstances that the cause could be ascertained. This boy's muscular coordination was very inferior and in school his highest marks were invariably for oral work. His written work was exceptionally poor. It was discovered that because of this lack of ability to handle a pen without blotting the paper and making little holes wherever the pen came to rest, he came to give his entire attention to the writing rather than to the answers to his examples or the spelling of the words. One day by accident he found a fountain pen on his mother's desk. He was surprised to learn that with this pen as a writing tool you didn't drop ink between the ink well and the paper and that generally the written work looked much better. From that moment on he became obsessed with the desire immediately to own a fountain pen. Seeing one on a teacher's desk he took it and then denied having done so, declaring instead that a boy in school had given it to him as a present. It is my belief that the mental process by which this child had justified his action was satisfactory to him. Out of his necessity grew his desire and his actions were guided by the urging of the teacher and others that he do better work. By increasing his muscular coordination by appropriate exercises this boy is today much better adjusted to his schoolwork and a far happier human being.

Case 4.

B..... F..... was an Italian boy of 6 years with a mental age of 4 years, who had been trained by a "gang" of older boys to steal. One of the big boys would choose a man passer-by on the street and approach him with a 50 cent piece in his hand and say, "Please, mister, can you give me change for 50 cents?" Almost invariably the man would dig down in his pockets and bring up a handful of small change, whereupon B....., who was some distance off watching for this moment, would run past the man, striking his elbow and sending the money flying in all directions. The older boy or boys would then "cover" as much of the money as they could and return to the man the least amount they dared. B..... by this time was well out of sight, but later he received 25 per cent of the profit as arranged. The amount he received is uncertain, as he could only explain "sometimes a nickel or sometimes two dimes." When asked what he did with the money he said simply and frankly, "I go to the show, of course." He might as well have answered, "I buy candy, of course," or marbles or anything else he deeply desired.

When parents are able to recall the intensity of some of the longings of their own childhood they will get a clearer idea of the longings of their children. The extreme reluctance that many parents show (I am now talking of those whose financial position is such that they could easily afford it) about allowing the child regular pocket-money is a constant surprise to me. Often when I have urged an allowance the parent has expressed the fear that the money would be "wasted" or spent injudiciously for candy and such things. On several occasions when I have gotten a fixed allowance for the child I have found that the mother had frequently "borrow-

ed" the money from him again or had insisted that he use it to buy his school pencils, shoe laces, car-tickets, etc. Or again the money was given to him, but he was not allowed to spend it; he must put it all into a bank for somebody's birthday present, or save it for something equally as interesting to him. A conscientious but greatly worried clergyman recently came to me with the problem that his son, an 8-year-old boy, had stopped, on his way to Sunday school, at the corner grocery and spent for "suckers" the ten cents the parents had given him for the Sunday school collection. The boy received no regular allowance—in fact, no other money than the weekly ten cents—and there is little wonder that there arose in his mind a rivalry between the grocer and the heathen and that the grocer won out.

My advice to parents of limited means as well as to those of larger incomes is to give the child a regular allowance. He should by preference work for his money, doing regular odd jobs about the home appropriate to his size, strength and ability, but the money once earned should be used to teach the child a moderate gratification of his desires and self-control. The extravagances of the college student, that over-sacrificing of the parent so frequently seen and discussed, could not exist if the earlier training of the child had been as outlined above.

Running Away. I am frequently asked how to stop a child's running away from home and playing truant at school. Here, too, the first thing to do is to ascertain the cause of any such

act. Does it grow out of the child's instinctive desire or is it due to the environment in which he lives? Knowing the cause suggests the appropriate method of handling the case. In other words, in any case of running away we must learn whether the child is motivated by an instinctive tendency or by a moral weakness. In the first case the child's desire is to enlarge the boundaries allotted to him, as he may find his home and garden too limited a field to satisfy his curiosity. He is an investigator and is animated by much the same spirit as those who opened the country in pioneer days. Think of the vocational choice of such an individual. He may become the man who follows the sea, the traveling salesman, the missionary, the explorer, the government official in foreign parts, if this instinct is rightly understood and made an asset rather than a liability in the training for a vocation that will be his. On the other hand, if the boy is forced into a vocation that is opposed to this instinct, you may make of him a "hobo", an aimless wanderer. The pleasure of roving, then, only results in laziness, pleasure in freedom from responsibility and inability to stick to one kind of work.

If, however, the child is running away because the home has been made unattractive to him or because for some reason he is unhappy there, you have a distinctly different problem to deal with. The same is true if he is too weak to look a situation in the face and so is running away from the unpleasant, or if he is being nagged or

hounded at home, or if he is afraid to return home because some punishment awaits him there, or if there is quarreling in the home among members of the family, or if he has been accused falsely, or if there are other troubles in the home that make him want to get away.

School truancy is often due to the fact that the child is unable, for some physical or mental cause, to handle the work of his class satisfactorily, or he finds it so uninteresting that he seeks other fields for his activity. The child who, up to the school age, has been allowed to work on preference only will find, when he is presented with the first subject, that he does not like an unwillingness or great difficulty in himself to work through and go "over the top'."

Case 1.

G..... C....., a 4-year-old boy, of high average intelligence, was brought to me because he frequently ran away from home. He was supposed to play in his own garden either alone or with his brother, 2 years old. Almost every time that G..... was free from supervision he got away and was generally returned by some older child in the neighborhood within an hour. My advice to the mother was to give G..... an opportunity of getting away and as soon as he had gone forth to follow him unobserved and see what he did. The result was that the mother watched him make his way to the neighboring public school, where he pushed open the gate that led into the kindergarten class and joined the children in their yard. He promptly became one of the players in the sand-box; later he showed great delight in joining the children in their play at the slide, and would evidently have become acquainted gradually with all the activities in the school yard had the day been longer.

At noon he showed a great disinclination to leave, but the teacher insisted and walked part of the way home with him. One week later G..... entered the kindergarten as a pupil, and since that time, two years ago (he is now in the 2B grade) there has never been any complaint about his having run away. He is still far from prompt about getting home from school and the road between school and home offers him a multitude of attractions. It is interesting to note that this child's father is in the merchant marine service, also that he participated in the Klondike gold rush. The paternal grandfather walked most of the way from Ohio to California in the '49 days and his father's grandfather came to America from Ireland three generations ago.

Case 2.

A..... K....., a 9-year-old boy, of normal intelligence, ran away from home always in the late afternoon. He was generally hunted down by his mother by supper time and no further attention was paid to his temporary absence until the occasion when he ran away after he had been put to bed for the night and was returned by a police officer at 2 a. m. the following morning. He had been found asleep in a neighboring doorway. Then he was brought to me for advice. The cause of this boy's running away was fear of his father. The father had a rough sense of humor and used such expressions as "Wait till I get home and I'll teach you how to do so-and-so," or "If I hear any complaints when I get home I'll beat you to death," etc., which drove this literal child to protect himself if anything went wrong during the day. Once when A..... was playing in a neighboring yard with some school-mates, one of the children found his father's gun and accidentally shot and killed one of his small playmates. A.....'s family was unaware that he had witnessed this accident until some days later a police officer called at the home to get A..... as witness for the court trial. When I asked

A..... why he had not told his family that he had been there he said, "I was afraid to tell for my father I guess would have slapped me; he always says that I'm in the wrong place."

FIGHTING. My experience with young children leads me to believe that this is frequently a protective measure growing out of an inability to cope intelligently with the situation. The child may be weak mentally or be playing with improper children as regards age. Here again the point is to find out the real cause. It is not impossible that circumstances make it desirable that the child should fight. Personally I advise the mother of a cowardly or timid child—one whom the other children are inclined to "pick on"—to give him boxing lessons and to encourage him to fight if he is unable to defend himself otherwise.

16. Punishment

Rule 16. Punishment should be given only to develop a child's character and not to relieve the parent's feelings.

The child who has been properly trained will rarely require punishment, for he will in general imitate the self-control exhibited by the parents and take on the suggestions as to conduct that are given in stories and direct word of mouth as to the proper mode of conducting oneself. While certain kinds of appeal to the emotions are conduct-training, the drawn faces and bitter remarks of the puritan type show that any self-control built up in the child should be more than that of the muscles and should not be a superficial cover of complexes. I remember a very triumphant mother once telling me that she had her daughter of 8 years stand before her three hours before the child could be brought to say that she was sorry for a rude thing she had done. The child kept reiterating, "But I'm not sorry", to which the mother replied, "That makes no difference, I want you to *say* that you are sorry."

The "conditioned reflex" lies at the base of all forms of punishment, the aim being to substitute a disagreeable emotion for the agreeable one connected with the undesirable act. A child who

strikes a companion without cause is struck in turn in order to connect such a disagreeable memory with the act that it will not be resorted to later when the temptation to strike again arises. The result of the punishment will depend upon the nature of the punishment and the strength of the disagreeable emotion associated with it as compared with the agreeable emotion connected with the act to be prevented. For example, a mother told me she was surprised that when her son of 5 years was told that he caused her great pain by eating all the frosting off a cake laid away in the pantry; he was not sufficiently punished by her suffering not to repeat the offense at the very next opportunity. Whatever the boy may have felt regarding his mother's pain, it was not to be balanced against the joy of consuming large quantities of cake-frosting.

One has not time really to analyze out the many factors involved in punishment. There are certain practical questions that present themselves, however, that should be thought out and settled: (1) Should all forms of undesirable conduct be followed by punishment, that is, is it the act that is to be punished? (2) Are all children alike as regards the residuary effects of a punishment? (3) Are there punishments that ought rarely if ever be given? (4) Is there any general rule as to the form of punishment that should be given? In answer to these questions I would say that: (1) Acts that may appear reprehensible may not really be bad, but result,

for example, from an attack of bad temper originating in serious physical discomfort or a serious nervous condition. I know a small child who was severely punished because she swore the first time she rode on a scenic railway, and another child who was punished because he kicked his father, who was amusing himself by offering the child candy and then pulling it away just as the child's hands were upon it. Again the act that seems punishable may come without the child's having anything to do with it. I think of one family where Sunday is observed with much severity. The children are not allowed their toys nor books, nor are they permitted any of the activities of other days, with the consequence that between dinner-time at noon and supper-time at five o'clock there is a guerrilla warfare constantly being carried on among them. No attractive walks or interesting books are substituted for the week-day activities, and I do not think it difficult to guess how these children will look upon the Sabbath in adult life. If the reprehensible act has its origin in nervous excitement or physical discomfort, a warm bath, a short rest, would be a far more efficacious remedy than any form of punishment that could ever be devised. (*2*) There are cases where the punishment given produces injurious effects of a permanent nature. I am not myself a believer in lies being told to children, as that a large consumption of milk would make a child's hair curl, nor yet that a bad act will be followed by all sorts of terrible retribution. I recall a terrified

child in the baby-clinic who was told that if she did not stop pulling other children's hair her hands would drop off. Ugly permanent fears are easily built in this way. The mother of a 9-year-old boy told me that she used to get excellent results by telling her child after every small misdemeanor that he would be the cause of her death. At first this was a never failing remedy, but latterly she said from his continued misbehavior it looked as though he were hurrying to have the threat become effective. Again the closet punishment may have very bad effects. There are unhappily not a few cases where the putting of a child in a dark closet has aroused fears that developed later into phobias. (3) Whether it is ever desirable to use corporal punishment seems to me a question. Whipping affects each child so differently that each child must be studied carefully before using this form of punishment. In cases where a very decided and prompt action is needed, especially in some cases of mentally dull children, a sharp slap on the child's hand may be desirable, but never if it arouses an "outraged" feeling, and under no circumstances should a child be "spanked" in what is spoken of as "the old-fashioned way". (4) In general a child should be punished for character defects only. Take, for example, cases of cruelty to animals, as where a child torments a dog, or pulls off the wings of a butterfly or the legs of a fly, one should not attempt to correct such conduct by punishing the child after each offense, but between times seek to change

his attitude by awakening in him a feeling of responsibility for and a sympathy with animals and a desire to protect them. In general punish the child by depriving him of something he likes but which will do him no harm to go without. I do not mean this in the material sense only, for that is sometimes inadequate. A case in point that comes to my mind is that of a supernormal girl of 6 years who was punished several times by not being allowed dessert at dinner. Each time she asked for a piece of bread and with this on her plate she would perform a little ceremony known to herself alone of invoking the fairies to change the bread into chocolate cake. I suspect that in eating it she had in imagination a greater joy than if the bread had been chocolate cake in the first place. This same child, however, learned a very different lesson when her undesirable acts were made use of to show her that she was unfit to associate with family and friends and she was "banished" until she had earned the right to return to the group. If, for example, the child constantly interferes with the other children, take him with his toys into a well-lighted room and have him remain there by himself, both for his play and his meals, until he realizes that he must not interfere with the rights of others. I feel fairly safe in saying that though this method may be a troublesome one for the adults of the family, it will need to be carried out but for a very short time if it is used for the correction of character faults only. One should never attempt to pun-

ish by sarcastic remarks nor by humiliating a child before others, nor by allowing the child to feel that there is no redemption possible—but if I were to enumerate all the ways *not* to punish a child he would reach maturity before I had finished.

Case 1.

A 5-year-old boy of rather dull mentality was brought to me because his conduct was generally very unsatisfactory. He was rude to his mother, his nurse and his playmates; his table manners were bad, he dressed himself too slowly, etc., etc. He stood beside my table with his head resting upon his hand, a care-worn, tired child. "Do they punish you much at home?" he was asked, and he nodded his head in the affirmative. "What do they punish you for?" I asked next, and with the same look of weariness and without even lifting his head he shrugged his shoulders and said, "I wish I knew."

Case 2.

A bit of philosophy I learned from a 7-year-old boy during the war has always remained with me. A beautiful little boy was one day brought to my office by his mother charged with a number of misdemeanors of a very trifling nature. The father was doing overseas service and the mother was inclined to see herself in a rather unique position of martyrdom. After she had told me about Johnny's conduct she tearfully added, "And I tell him he ought not to behave so, especially now, and that if he really loved me he wouldn't." I turned to Johnny and said,, "And what have you to say?" and standing as straight as any enlisted man and looking me squarely in the eyes he answered, "That's not my kind of love."

17. Sympathy

Rule 17. Acquaint yourself with the child's intellectual and emotional life by being always a sympathetic listener.

Though I have placed this rule last on the list, it is not because I regard it as less important than the preceding. On the contrary, I know of nothing else that will be so fine an investment for both parents and children as an intelligently sympathetic attitude on the part of the parents. The parent who from the child's earliest years up to and through the years of adolescence can say, "I remember how it was with me and how I longed for the understanding that I am now going to give my child", will be the parent who will find his child devoted to him by the finest kind of affection that one human being is capable of giving to another.

So often parents complain to me that they have not the confidence of their children, nor their companionship except when unavoidable on the part of the children, and I wonder what they consider they have done to deserve the right to call these precious gifts their own. When the attitude of the adult is to show himself always infallible to the children, to hold his own conduct as a model, to speak with affection and regard of the relationship with his parents and de-

plore the present day conditions in this respect, to encourage the belief that life holds no conflicts nor struggles for the adult, then of course the parent is so out of touch with the inner life of the growing child that he is looked upon as being his parent merely by the accident of birth but with no bonds of affection between them.

When the school child and the adolescent are brought to me I am so often struck with the ease and frankness with which they tell of their inner life—indeed, they seem so glad to do so—that I wonder how unintelligently the parents must have dealt with them to have destroyed that natural and tenacious desire on the part of the children to express themselves.

Do not forget that the child is continually having intellectual and emotional experiences which can be turned to account with the greatest benefit. To fully live each of these—that is, to understand and assimilate them—the child must have a thorough going over of them with some more mature mind than his own. The parent has here a most valuable weapon for education and a time-saver in helping him to understand life. Of course, if the sympathy is not intelligent it will be of no real value to the child. Parental sympathy should consist in living in the happiness and unhappiness of the child and the ability to give emotional coloring to the perception and understanding. This means, in nearly all cases, that the parents must enrich both their own intellectual and emotional life before they can really give the help that grows out of par-

ental participation. Only gradually, as the parent gets into such a relation with his child, does he realize the infinite possibilities along the lines of economy and differentiation that true sympathetic participation offers as regards the development of the child. Before leaving this subject I would like to add that I am convinced that the punishment of the child would deal with the situation more adequately if the parents were sympathetic in a larger way. However, parents must not lose in sympathetic participation the standards of the adult life which the child must later enter into, and to which he must be trained to adapt himself with the minimum difficulty. In trying to increase their ability to share the child's life the parent must not forget that for the child's best progress it is necessary for him to grow out of himself and that therefore no effort should be made to preserve, beyond the normal period, what seems to be "cunning ways".

Case 1.

The principal of a private school asked me to examine a boy she had had in her school three months, but his remaining there was a question that troubled her. The boy was 7 years and 9 months, of high average intelligence, but extremely maladjusted. This was the fourth private school he had been sent to, but in each preceding case they had been willing to keep him less than one term. He not only demanded an immense amount of personal attention, but required that all the other children in his class adjust themselves to him. For example, he demanded that there be no singing in his class room one day because he had a headache. The boy was in no way to blame for his attitude. He is the only child of over-anxious

parents, who since the day of his birth have allowed the entire household to revolve about the boy. So sympathetic are they to him that were it possible they would breathe for him to save him the effort, and furthermore they are so magnifying every symptom of discomfort from which the child has ever suffered that they are on the high road to creating a chronic hypochondriac. I still distinctly recall how he left the room with his hat and coat in his mother's hand while he marched forth without any sense of courtesy or duty. My pleasure was very great when he was again brought to the office after having spent one year in an excellent boarding school in the country. He told in a fine, manly way of the self-government system of the school, the sentinel duty he had done, the community labor that the boys had carried on, and his answer to my question as to whether he wanted to return there was merely, "You bet."

Case 2.

"What would you do if your daughter always made a point of preferring to give her confidence to anybody rather than to her mother?" a consulter asked me. This mother then went on to tell me that she feared for the signs of "vulgarity and low tastes" that she observed in her 12-year-old daughter. Investigation showed the 12-year-old daughter as a rapidly developing child, full of world interests with a hungry soul that longed for opportunities to talk herself out. She was merely taking advantage of what opportunities offered. The "vulgarity and low tastes" consisted in the fact that she could get a more sympathetic confidant in the house maid and the cook than in her mother. Unquestionably there was a marked reserve and self-control in her relation to her mother, and finally she summed up the situation by saying, "I have three aunts and a grandmother and never do I tell mother the least thing that she does not go off and tell them all about it; then I never do hear the end of it."

18. Reading and Story Telling

Rule 18. Read and discuss with the child appropriate books for it is through stories that he can most economically be developed along moral, cultural and practical lines.

Having found, through several years' work with children of all ages, the great potentialities for moral training in well-selected stories and books, I searched in vain for a book list that would offer stories chosen to develop certain ideas in the listener or reader rather than one classified in the conventional way, according to the age of the reader. For example, most of the book lists found were arranged with heading as follows: For the youngest child, for the child from 5 to 9 years, for the youth, etc., etc., merely grading the reading according to *their* ability to understand the language.

The result of my futile search was the following list which I made for the Children's Book Week, 1923, and which I have been using since as a guide for parents and teachers. Here the books named are those that have been found particularly useful for their designated purpose, but no story or book is completely the child's own until he has been encouraged to discuss it fully with adults. Only through such discussion does the idea under consideration become a re-

ality to the child and remain in his mind, influencing him, perhaps, all his life.

Case 1.

M..... G....., a three-year-old girl, on her last visit to me ran from her mother in excitement on leaving the elevator and arrived breathless at my office door, threw it open, and, fairly swelling with pride announced "I'm Zoan of Arc." "How do you know?" I asked her and her answer came unhesitatingly, "Because I went upstairs alone in the dark." There is no real doubt in my mind that if M..... G.....'s courage were weighed beside the bravery of the Maid of Orleans it would not be found wanting.

Case 2.

B..... B....., a boy of 6 years who because of much illness with several painful hospital experiences, was extremely apprehensive, timid and dependent. It came time for another operation, this one fortunately was neither painful nor would it require a long convalescence but the parents dreaded on the one hand to let the child know and on the other to keep this knowledge from him. There were just 3 weeks in which to prepare B..... to conduct himself like—a Crusader. A glorious period of reading, discussing and acting followed, before B..... made his selection. He was Richard the Lion-hearted, no other was so brave. He became tremendously brave all through the day and at night his shield, made from one side of an Elaine oil-can with a lion rampant painted on it, leaned against his bed. His father telephoned as soon as the operation was over that B..... had behaved surprisingly well, and the following day when I saw him in his hospital bed the oil-can shield was tied to the foot of it facing him. When I told him how proud we were of his conduct, he smiled and said, pointing to the shield, "You see I'm Lion-hearted."

WHY WE READ TO THE CHILDREN

1. **To help the child to understand himself and others, his relation to his family and to society and their relation to him.**

Froebel's Mother Play and Nursery Songs.....Peabody
A Child's Garden of Verse.....Stevenson
Marigold Garden .....Kate Greenway
Andersen's Fairy Tales .....Andersen
Grimm's Fairy Tales: Faithful John (loyalty); Cinderella (patience and strength overcome sorrow); The Golden Bird (gratitude); The Frog Prince (value of a promise); etc.....Grimm
The Wonder Clock.....Pyle

2. **To help him to build up proper ideals of conduct and modes of living.**

Rhymes for Kindly Children.....Snyder
King Arthur's Knights .....Lanier or Pyle
Aesop's Fables .....Larned
John Martin's Book (magazine).....John Martin
Joan of Arc.....deMonvel
Florence Nightingale .....Richards
Historic Girlhoods; Historic Boyhoods.....Holland
The Modern School Readers.....Thompson & Wilson
(Harr Wagner Publishing Company.)

3. **To show him how to cope with a difficult situation.**

Robinson Crusoe .....Defoe
Swiss Family Robinson .....Wyss
In the Boyhood of Lincoln.....Butterworth
The Life Savers; The Light Keepers; etc.....Otis

4. **To stimulate his imagination and to furnish him with material that may be useful in later life in understanding art and literature.**

Alice in Wonderland ..... Carroll
Tanglewood Tales ..... Hawthorne
The Wonder Book ..... Hawthorne
Arabian Nights ..... Houseman
Russian Fairy Tales ..... Bain
Children of Odin ..... Colun
Myths Every Child Should Know ..... Mabie
Stories of the Great Operas ..... McSpadden
Young Peoples Story of Art ..... Whitcomb

5. To train him to concentrate his attention on proper fields.

Really Do Stories ..... Gordon
The Sea Folk ..... Gaylord
Sky Movies ..... Johnson
Story Book of Science; The Secret of Everyday Things ..... Fabre
With the U. S. Mail; Fisheries; Explorers; Miners, etc. ..... Wheeler
Romance of Modern Electricity; Engineering; Aeroplanes; Man of War; Modern Inventions; etc.

6. To Develop Fine Feeling.

The Children's Bluebird ..... Leblanc
The Happy Prince ..... Wilde
Peter Pan; Peter and Wendy ..... Barrie
God's Troubadour, St. Francis of Assisi ..... Jewett

7. To increase his love of Nature and outdoor life.

Just So Stories ..... Kipling
Jungle Books ..... Kipling
Wonderful Adventures of Nils ..... Lagerlöf
Mr. Wind and Madame Raine ..... De Musset

8. To arouse his pleasure in what is humorous.

The Goops ..... Burgess
The Jumbles and Other Verses ..... Lear
Uncle Remus ..... Harris
The Hollow Tree Series ..... Paine
Dr. Doolittle ..... Loftung

9. To give healthy information along sex lines.

The Way Life Begins ..... Cady

10. To give him material to act out.

Holiday Plays ..... Merington
Festival Plays ..... Merington
New Plays from Old Tales ..... Wright
Plays for Children ..... Cummins
The Magic Sea Shell and Other Plays ..... Farrar

11. To supplement the work of the school, church and state (other lands).

Story of the Constitution ..... Tappan
America First ..... Evans
Wonder Book of the Bible ..... Banks
Hans Brinker and the Silver Skates (Holland) .. Dodge
Heidi (Switzerland) ..... Spyri
The Cart of Many Colors (Italy) ..... Meikeljohn
A Dog of Flanders ..... Ouida

12. To lead him to discriminate in his reading and to avoid unhealthy literature.

Boys and Girls ..... France
Little Women; Little Men; etc. ..... Alcott
Rip Van Winkle ..... Irving
The Talisman; Ivanhoe ..... Scott
Joan of Arc; The Prince and the Pauper ..... Twain

13. To aid him in the solution of practical problems.

Home Made Toys; The Boy Craftsman ..... Hall
Practical Things with Simple Tools ..... Goldsmith
Mary Frances Cooking; Sewing; etc. ..... Fryer
Harper's Handy Book for Girls; for Boys ..... Paret

14. To teach him how to obtain exact information.

Book of Knowledge.
Wonder World, etc.
Wonder Book of Knowledge (I Vol.) ..... Hill

15. To encourage the reading habit.

Supply him with books having large, clear type, well composed illustrations, easy to handle, close at hand, interesting and, of course, suitable to the age of the reader.

III. THE EDUCATION OF THE PARENTS

In conclusion I wish to say that my interest in working with the preschool-age child has only increased my desire to train the young parent, for the greatest lesson to be learned from the early work with the child is that "the chief business of society is to evolve adults fit for children to live with."

The prenatal period is an important one in the life of thoughtful and earnest parents. As the young child learns through imitation the parents should utilize this period to remodel themselves in accordance with their ideals as to what they can and should be. They ought, for example, to look well into their past lives to see if they have corrected what was undesirable that came to them through their heredity and early environment. They should review their past lives for much even of what is forgotten for the most part can be revived through the examination of their reveries, dreams, etc. They should be mentally tested and marked disabilities of attention, memory, etc., should be corrected by psychological exercises. On account of the constant development in science and art they should inform themselves regarding the advances in subjects they had previously studied. It seems to me

that the need was never greater than it is at present for parents to cease imitating the mode of child-training prevalent in the last generation. We must not forget that no situation is the product of its own period and that the "flapper" is partly the result of the old-fashioned training.

To speak in a very general way, all individuals are either normal, super-normal, subnormal or insane, and as each kind of mentality requires a special training the parents should inform themselves along these lines in order to select the proper training for their child. Besides it must not be forgotten that there are great differences in individuals growing out of their age. The adolescent, menopause and senescent periods, these breaking down and reconstruction times, need special knowledge to be successfully dealt with. Later on when actual social participation on the part of the child becomes necessary an intelligent parent will be called upon to examine into the fields of vocational selection and industrial efficiency from the standpoint of the child's liking and of business opportunities.

The aim of the parent as a citizen is, of course, to form and carry out correct ideas and ideals regarding that placing of his child in society which will result in his greatest happiness and efficiency. Parenthood is in fact frequently taken too lightly, for, looked at as a whole, there is no business or occupation that offers so much in the way of variety and accumulation of knowledge, as does parenthood.

It is a field that gives scope for the application of all the world knowledge one is able to gather together. Properly to govern and develop a family is actually to govern a kingdom. Family problems are really world problems. Prohibition, for example, has become a governmental problem only because it was left unsolved as a family problem. In short, the parent is called upon in the family to solve problems which if solved today by any government would give to the world an ideal state.

NOTES

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